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ABSTRACT

Representing the mobile facilities pattern of inter-district cooperation, the Northwest Multi-District case is one of four studies addressing access of rural students to vocational education through inter-school district cooperation. The report identifies essential features of this form of cooperation, details factors facilitating/impeding the cooperation/maintenance of the cooperative arrangement, assesses the program's compatibility with its setting encompassing six northwestern South Dakota counties, and recommends modifications for further study and development. Chapter I presents study background, purposes, and methods. Chapter II outlines political, geographical, age, educational, economic, health, social, and agricultural setting characteristics. Chapter III analyzes size, facilities, finances, governance, staff, scheduling, curriculum, students, and perceptions of school personnel and community members of the participating school districts. Chapter IV focuses on the history, legal structure, financing and costs, curriculum, and transportation of the center. Chapters V through VII detail consumer homemaking, occupational home economics, and vocational agricultural programs. Chapter VIII offers a summary, conclusions, and recommendations, citing avoidance of the need for student transporation, equality of school districts' status in operation and cost, clarity of management structures, and quality/flexibility of facilities as major advantages and program continuity and difficulty in incorporating vocational student organizations as major drawbacks of this cooperative approach. (NEC)

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Access to Educational Opportunity in Rural Communities: Alternative Patterns of Delivering Vocational Education in Sparsely Populated Areas

Volume 3: The Northwest Multi-District: A Mobile Facilities Center

Ruth G. Thomas
Roland L. Peterson
M. Jane Anderson

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ACCESS TO EDUCATIONAL OPPORTUNITY IN RURAL COMMUNITIES: ALTERNATIVE PATTERNS OF DELIVERING VOCATIONAL EDUCATION IN SPARSELY POPULATED AREAS

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ACCESS TO EDUCATIONAL OPPORTUNITY IN RURAL COMMUNITIES:
ALTERNATIVE PATTERNS OF DELIVERING VOCATIONAL EDUCATION
IN SPARSELY POPULATED AREAS

Volume 1: Problem, Study Design and Procedures, Findings, Conclusions, and Recommendations. Thomas, R. and Peterson, R.

Volume 2: The Heartland Vocational Center: A Decentralized Center. Thomas, R.; Peterson, R.; Anderson, M.J.

Volume 3: The Northwest Multi-District: A Mobile Facilities Center. Peterson, R.; Thomas, R.; Anderson, M.J.

Volume 4: The Inter-District Cooperative Center: A Centralized Center. Peterson, R.; Thomas, R.; Rabideau, R.; Anderson, M.J.

Volume 5: The Clay-Wayne County Joint Agreement: A Decentralized Noncenter Agreement. Thomas, R.; Peterson, R.; Rabideau, R.

Volume 6: Glencoe, Lester Prairie, Brownton: A Centralized, Noncenter Agreement. Peterson, R.; Thomas, R.; Rabideau, R.

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Keith Erickson, Northwest Multi-district director
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CHAPTER I

STUDY BACKGROUND, PURPOSE, AND METHOD

The Northwest Multi-District case study is one of a series of case studies completed between 1980 and 1983 under a project sponsored by the University of Minnesota Agricultural Experiment Station. These case studies were part of an inquiry begun in 1978 to address the problem of access of rural students to vocational education through inter-school district cooperation.

The purposes of the case studies were to: 1) identify, describe, and analyze means of delivering vocational education in sparsely populated rural areas that involve cooperation among school districts; 2) provide an information base relevant to state and local policy questions regarding such programs; 3) make recommendations regarding the appropriateness of each form of cooperation studied for various types of community and geographical settings; and 4) generate concepts and hypotheses to guide further study and development of educational delivery patterns in sparsely populated rural areas. Each case study addressed the following questions:

1. What are the essential features of this form of inter-school district cooperation?

2. How does the cooperative arrangement work? What factors seem to facilitate or impede its operation and the maintenance of cooperation between school districts?

3. How does the cooperative arrangement fit with the characteristics of its setting (i.e., with geographical, community and school district characteristics)?

4. What consequences does the cooperative arrangement have for educational access and quality?

5. How might the cooperative arrangement be modified?

While there are several approaches for delivering vocational education to varied audiences in sparsely populated rural areas and a larger number of potentially available approaches, the case studies in this series are limited to approaches that are managed by school districts, serve secondary students, and involve cooperation among school districts. The portion of the case studies concerned with specific vocational programs focuses on agriculture and home economics programs.

The general model from which the case studies were generated is presented in Figure 1. Only the portion of Figure 1 which concerns cooperative school patterns is addressed by this series of case studies. The Northwest Multi-District case study represents an example of the mobile facilities variation of the center cooperative school pattern. Relevant literature was reviewed and the model presented in Figure 1 was formulated in an earlier publication (Peterson, et al., 1981).

Case study methodology was chosen for developing a general understanding of inter-school district cooperation because it provides detailed description based on in-depth observation and has the potential to uncover underlying factors unlikely to be discovered using less intensive methodologies. However, it also imposes a major limitation on the generalizability of the data. The tradeoff seemed appropriate given the focus of the study on understanding the patterns of inter-school district cooperation and the sparse knowledge regarding the delivery of vocational education in rural areas. Potentially critical variables must be identified before they can be verified and studied using research methods that lead to broadly generalizable results.

Instruments and data collection procedures were developed on the basis of variables listed in Figure 2. These variables were selected on the basis of a literature review presented earlier (Peterson, et al., 1981). The relationships among the research questions, data collected, data sources, and the data collection methods are presented in Table 1. One set of instruments, which required data from records and other descriptive information, was sent to the site for completion prior to the site visit. A second set of instruments was used to guide a series of on-site observations and interviews with school personnel and community members. Instruments, study design, and procedures were pilot-tested in February and March, 1980.

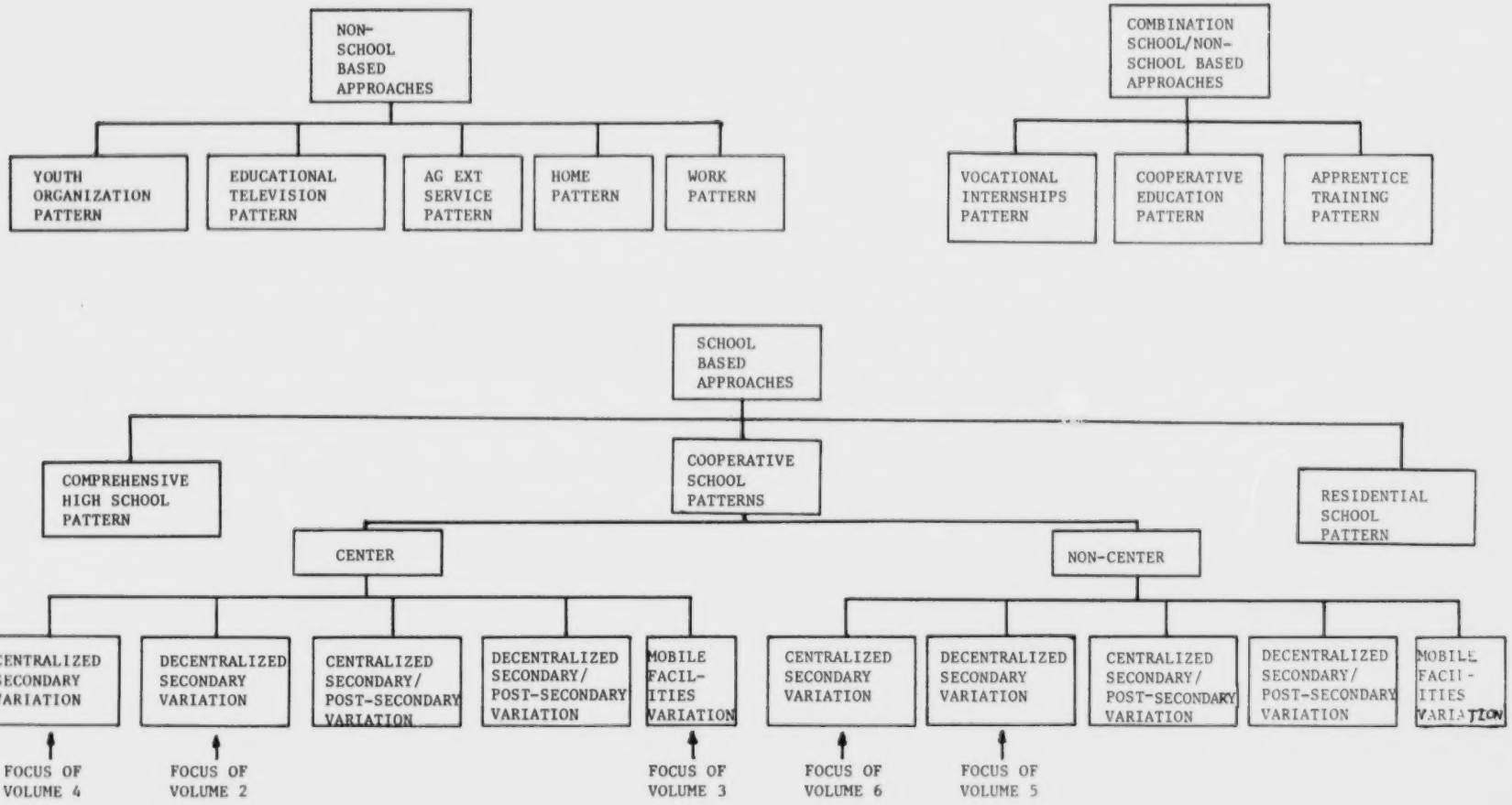

Figure 1. Conceptual model of approaches, patterns and variations for delivering vocational education

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PROGRAM INPUTS	SCHOOL INPUTS	COMMUNITY INPUTS
curriculum	governance	size
program size	total curriculum	population density
travel involved	school size	geographical location
facilities	school facilities	culture-ethnic character
student	students	socio-economic character
age	college/vocational orientation	tax base
attitude	families	unemployment rate
grade level	special needs	poverty level
prior education	dropout rates	average age
drop out rates	administration of school district	educational level
ethnicity	budget resource base	mobility
administration of vocational program	school schedules	employment opportunities
program staff	school staff	educational opportunities
size	size	
qualifications	qualifications	
attitudes	attitudes	
teaching loads	policies	
cost		
schedules		
advisory groups		
student organization		
policies		

OUTCOMES

Student:	skills and abilities
	attitudes
	future plans
	future placement
Community:	trained personnel available
	program and school knowledge
	program and school relationships

Figure 2. Input and outcome variables relevant to vocational education delivery patterns

Study sites were chosen by locating delivery systems fitting the conceptual model in Figure 1 through a selected state and comprehensive national survey. The pool of potential sites was limited to small rural school districts which offered both agriculture and home economics programs since the delivery of these vocational programs in sparsely populated areas was of particular interest. Further criteria in site selection included willingness of school officials and others at the site to be involved in the study and accessibility of the site within resource constraints of the project.

All selected sites contacted agreed to participate, although in some instances individual school districts did not participate in the full-scale data collection. Interviews were scheduled in advance of the site visit by school personnel. The site visit involved a team of three researchers who spent one to three days conducting interviews and observing the cooperative arrangement in action. Interviews were conducted with vocational directors, school superintendents, principals and board members, vocational program advisory committee members, home economics and

Table 1. Research questions, data to be obtained, source(s) of data and method of data collection.

Research Questions	Data to be Obtained	Data Source(s)	Method of Data Collection
1. What are the essential features of this form of inter-school district cooperation?	1. Number of facility locations	Cooperative arrangement administrator(s) and direct observation	Interviews, on-site observations
	2. Type of governance structure	Cooperative arrangement administrator(s) and governance documents	Interviews, on-site observations, document analysis
	3. Structure, responsibility and role of administrative staff	Cooperative arrangement administrator(s) and governance documents	Interviews, document analysis
	4. Structure and responsibility of teaching staff	Cooperative arrangement administrator(s) and teaching staff	Interviews, questionnaires
	5. Financial structure(s)	Cooperative arrangement administrator(s), policymakers and agreement documents	Interviews, questionnaires, document analysis
	6. Nature of legal agreements between schools	Agreement documents	Document analysis
	7. Approval mechanisms	Agreement documents, state Dept. of Education	Document analysis, interviews
	8. Transportation patterns	Cooperative arrangement administrator(s)	Interviews, questionnaires
	9. Vocational curriculum	Cooperative arrangement administrator(s), student handbook	Interviews, questionnaires, document analysis

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Table 1, cont'd.

Research questions, data to be obtained, source(s) of data and method of data collection

Research Questions	Data to be Obtained	Data Source(s)	Method of Data Collection
2. How does the cooperative arrangement work? What factors seem to facilitate or impede its operation and the maintenance of cooperation between school districts?	1. Communication networks among schools	Cooperative arrangement administrator(s) teachers, agreement documents	Interviews, questionnaires, document analysis
	2. Perceived need for cooperation	Cooperative arrangement policymakers, school administrators, community members, teachers	Interviews, questionnaires
	3. Perceived benefits from cooperation	Cooperative arrangement policymakers, school administrators, community members, teachers	Interviews, questionnaires
	4. Transportation	Cooperative arrangement and school administrators	Interviews, questionnaires
	5. Schedules	Cooperative arrangement and school administrators	Interviews, questionnaires
	6. Enrollments	Cooperative arrangement and school administrators, state reports	Questionnaires, reports analysis
	7. Attitudes	Cooperative arrangement and school administrators, policymakers, teachers, community members	Interviews, questionnaires
	8. Resources	Cooperative arrangement and school administrators, policymakers, state reports	Questionnaires, interviews, report analysis

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Table 1, Cont'd.

Research questions, data to be obtained, source(s) of data and method of data collection.

Research Questions	Data to be Obtained	Data Source(s)	Method of Data Collection
3. How does the cooperative arrangement fit with the characteristics of its setting (i.e., with geographical, community and school district characteristics)?	1. Attitudes toward education	School administrators, teachers, policy-makers, community members, students, parents	Interviews, questionnaires
	2. Resources provided to school	State-generated reports	Report analysis
	3. Future education and career plans of high school graduates	School counselors, students, parents	Interviews, questionnaires
	4. Community demography, cultural and ethnic background	U. S. Census, State Dept. of Economic Security	Document analysis
	5. Community resources	State Dept. of Economic Security, local telephone book, direct observations	Document analysis, on-site observations
	6. Community economic patterns	State Dept. of Economic Security, U. S. Census	Document analysis
	7. Community health statistics	State Dept. of Public Health	Document analysis
	8. Physical geography	Direct observation	On-site observation
	9. Transportation systems available	State Dept. of Economic Security, maps	Document analysis
	10. School district enrollments, class size	State reports, school adminis trators	Report analysis, questionnaires
	11. School district income, expenditures	State reports	Report analysis, questionnaires
	12. School district faculty and administration size, qualifications	School administrators	Questionnaires

[1]Research question five is not included in the table since it involves extension from and interpretation of the data rather than data collection.

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Table 1, cont'd.

Research questions, data to be obtained, source(s) of data and method of data collection[1]

Research Questions	Data to be Obtained	Data Source(s)	Method of Data Collection
	13. School district facilities	School administrators, direct observation	Questionnaires, interviews, on-site observation
	14. School district schedules	School administrators	Questionnaires, interviews
	15. School district curricula	Student handbook	Document analysis
	16. School district student transportation patterns	School administrators	Questionnaires, interviews
4. What consequences does the cooperative arrangement have for educational access and quality?	1. Access		
	a. Number of students enrolled in cooperative delivery mechanisms	Cooperative arrangement and school administrators, teachers	Questionnaires, interviews
	b. Curriculum available to students	Cooperative arrangement and school administrators, handbooks, reports	Questionnaires, interviews, document analysis
	c. Transportation requirements for students	Cooperative arrangement and school administrators	Interviews, questionnaires
	d. Schedules	Cooperative arrangement and school administrators, faculty	Interviews, questionnaires
	2. Quality		
	a. Student organization functioning	Cooperative arrangement and school administrators, teachers	Interviews
	b. Faculty qualifications	Cooperative arrangement and school administrators, faculty	Interviews, questionnaires
	c. Facilities	Cooperative arrangement and school administrators, faculty, direct observation	Interviews, questionnaires, on-site observation

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agriculture teachers, school counselors, and parents of students. In addition to the site visit, state department of education staff were interviewed regarding state guidelines and legal structures.

A profile of the setting was constructed on the basis of data obtained from the U. S. Census, state agencies, and on-site observations. Data from the 1980 U. S. Census were not available at the time site profiles were developed, so 1970 census data were used and supplemented by more recent data from state and other U. S. agencies. In some instances, comparable data across years and communities were unavailable. Profiles of each school district were also developed on the basis of data obtained from state agencies, on-site observations and pre-site visit questionnaires.

Data presented here were collected in May, 1980. This case study represents an in-depth description of a mobile facilities center delivery pattern for providing vocational education in sparsely populated rural areas. A comparative analysis of all five case studies is presented in Volume 1 of this series (see p. ii) and provides an analytical discussion of the significance and implications of the descriptive information contained in each of the case studies.

CHAPTER II

SETTING

Political Setting

Because South Dakota is relatively sparsely populated with wide variations in topography and geography, the educational system faces a number of challenges. The Northwest Multi-District described here exemplifies marked creativity and innovation in meeting some of those challenges.

At the time of the interviews, the state government financed an average of 21 percent of local districts' K-12 educational programs, leaving 79 percent of the total costs to local districts. School districts were categorized as small, medium, or large on the basis of average daily membership (ADM). State funding received by each district was based on district size, program types, busing and local tax base.

Approved expenditures for vocational education programs were reimbursed as added costs at the rate of 35-40 percent except for consumer homemaking programs, which were eligible for reimbursement of 4 percent of the teacher's salary (8 percent in depressed areas).

State revenues were obtained from real estate and sales taxes; state residents did not pay property or income taxes. School districts submitted their budgets to the commissioners of all counties covered by the school district.

According to state education department officials, South Dakota had 180 school districts. Education was reported to be a low priority across the state as a whole. One hundred thirty-four (74 percent) of the districts had home economics programs approved for the 4 percent or 8 percent reimbursement. It was pointed out that requests for vocational approval for home economics programs may be motivated more by image than by financial issues. Few occupationally oriented home economics programs existed in the state. Only five Home Economics and Related Occupations (HERO) student organizations existed at the time of the interviews, too few to have a competitive events program in the occupational home economics areas.

Geography

The Northwest Multi-District was initiated in 1973 as the product of ideas generated by state department of education supervisory staff and superintendents of schools in the northwest corner of South Dakota. The Northwest Multi-District comprised six counties (Corson, Dewey, Harding, Meade, Perkins and Ziebach) and nine school systems (Bison, Buffalo, Dupree, Faith, Isabel, Lemmon, McIntosh, McLaughlin and Timber Lake). The area, commonly referred to as the "West River" area, lies west of the Missouri River along the northern and western borders of the state (Figure 3). It constitutes an extremely large land area with a sparse population (approximately 3.1 persons per square mile). Two major Indian reservations, Cheyenne River and Standing Rock, are included in the region. Mobridge, Pierre, Sturgis and Rapid City, located outside the district to the east and the south, appear to be the cities to which the rural population migrates.

Ranching and farming are common in the West River area, where rainfall is limited and land values averaged $200-$300 per acre. At the time of the site visit, some geological exploration was taking place in search of oil. The land is largely rolling hills, buttes, and canyons, with outcroppings of limestone deposits in some areas. The rangeland supported extensive beef herds. Crops such as wheat, grain sorghum (milo), and alfalfa are grown. Combined crop farming and ranching characterized the northern portion of the area, whereas the southern section was somewhat more ranching-oriented. The winters are severe and cold with varying amounts of snowfall. Soil and water management are critical for successful farming and ranching operations. The economic success of the entire area depends heavily on the availability of water and a prosperous agriculture.

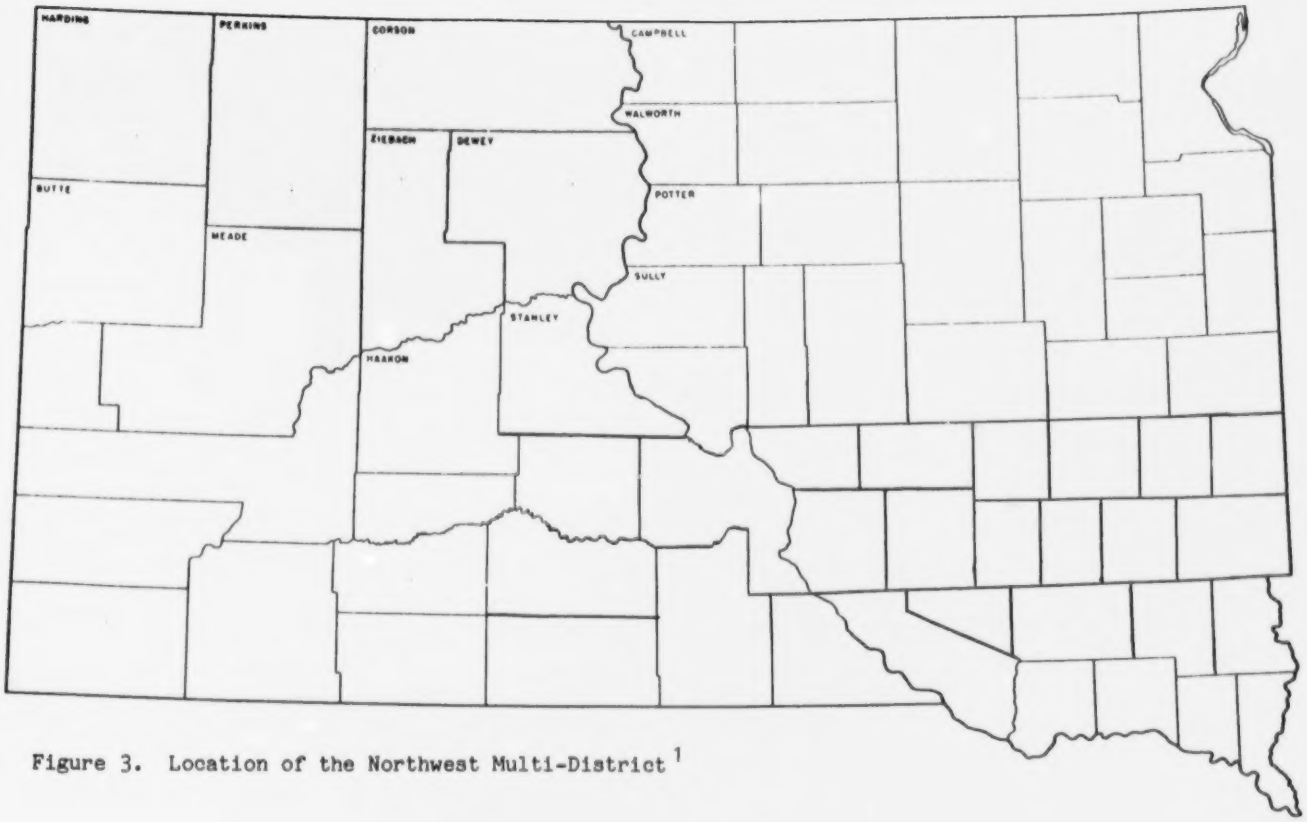

Figure 3. Location of the Northwest Multi-District [1]

Population Size, Age, and Sex Characteristics

Table 2 indicates the size and population of each of the counties in the Northwest Multi-District. The city of Sturgis (population 10,743) distorts the population density of the otherwise sparsely populated Meade County. Indicative of the sparse population in the area is the town of Meadow, with a population of 416. In addition to the nine towns identified within the independent school districts, there are about 25 settlements similar to Meadow. The population in the entire Northwest Multi-District was 18,013. Consequently, the area is vast and the population lives almost entirely in rural settings.

Table 3 shows the population change in the six-county area over a 50-year period. The population declined between 1920 and 1970 except in Meade County.

[1] C. Drenkhan, The Northwest Area Schools Multi-District Secondary Occupational-Vocational Training Program, (Rapid City: South Dakota Division of Vocational Education, 1976), p. 4.

Table 2. Size and population of counties in the Northwest Multi-District in 1970.

County	Land Area and Population								
	Land Area Sq. Miles	Population Total	Rural		Rural Non-Farm		Rural Farm		Persons/ Square Mile
			N	%	N	%	N	%	
Corson	2,470	4,994	-	-	2,980	59.7	2,014	40.3	2.0
Dewey	2.351	5,170	-	-	3,377	65.3	1,793	34.7	2.2
Harding	2,682	1,855	-	-	639	34.4	1,216	65.6	0.7
Meade	3,465	17,020	10,743	63.2	3,598	21.2	2,679	15.7	4.9
Perkins	2,860	4,769	-	-	2,719	57.0	2,050	43.0	1.7
Ziebach	1,981	2,221	-	-	824	37.1	1,397	62.9	1.1
South Dakota	-	666,257	297,257	44.6	206,704	31.0	162,523	24.4	-

Source: U.S. Census, 1970.

Table 3. Number and percentage change in population for counties in the Northwest Multi-District, 1920-1970.

County	Population Change									
	1920-30		1930-40		1940-50		1950-60		1960-70	
	#	%	#	%	#	%	#	%	#	%
Corson	2,268	31.5	-2,780	-29.2	-587	-8.7	-370	-6.0	-804	-13.9
Dewey	1,754	36.5	-805	-12.3	-783	-13.6	289	5.8	-87	-1.6
Harding	-364	-9.5	-579	-16.1	-721	-24.0	82	3.6	-516	-21.8
Meade	2,115	22.6	-1,747	-15.2	1,781	18.3	528	4.6	4,976	41.3
Perkins	724	9.1	-2,132	-24.5	191	2.9	-799	-11.8	-1,208	-20.2
Ziebach	321	8.6	-1,164	-28.8	-269	-9.4	-111	-4.3	-274	-11.0

Source: U.S. Census, 1970.

Table 4 reflects further the population size and movement by indicating the births, deaths, and net migration in these counties. Births exceeded deaths by a sizable margin but the population was migrating from the region. It appears that Sturgis, in Meade County, received some of this migration.

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Table 4. Births, deaths and net migration in counties in the Northwest Multi-District.

County	1960-1970			1970-80		
	Births	Deaths	Net Migration	Births	Deaths	Net Migration
	N	N	N	N	N	N
Corson	1,621	551	-1,874	1,099	418	-596
Dewey	1,584	477	-1,194	1,114	420	258
Harding	397	203	-710	210	129	-117
Meade	2,876	1,185	-3,285	2,381	979	1,157
Perkins	945	558	-1,595	522	407	-148
Ziebach	690	192	-772	467	154	-74

Source: U.S. Census, 1970.

Table 5 reflects the age and sex of the population in the six-county area.

Table 5. Number and percentage of males and females by age group and sex in the six-county area in 1970.

County	Total pop.	Population by Age and Sex Classification											
		Under 18				18-65				Over 65			
		Males	Females	Total pop.		Males	Females	Total pop.		Males	Females	Total pop.	
				N	%			N	%			N	%
Corson	4,994	1,155	1,111	2266	45	1,187	1,147	2334	47	201	193	394	8
Dewey	5,170	1,254	1,166	2420	47	1,165	1,185	2350	45	194	206	400	8
Harding	1,855	405	321	726	39	503	440	943	51	99	87	186	10
Meade	17,020	3,244	3,138	6382	37	5,699	3,631	9330	55	665	643	1308	8
Perkins	4,769	907	826	1733	36	1,265	1,189	2454	52	267	315	582	12
Ziebach	2,221	540	509	1049	47	536	469	1005	45	81	86	167	8

Source: U.S. Census, 1970.

Table 6 indicates the nonwhite population in South Dakota and the six-county area. In 1970, South Dakota had a nonwhite population of 5.3 percent. Ziebach County had a nonwhite population of 51.4 percent. The town of Eagle Butte in Ziebach County had a high percentage of Native Americans and was the site of several Indian agencies and a school.

The three counties with high percentages of nonwhites contained two Indian reservations. The other three counties had very low percentages of nonwhites.

Table 7 classifies the population as urban, rural nonfarm, and rural farm in the six counties and statewide. The census defines an urban population as all persons living in places of 2,500 or more inhabitants. The nonurban population is divided into rural farm and rural nonfarm populations. The rural farm population consists of persons living on 10 or more acres from which sales of farm products amounted to $50.00 or more in the preceding year or on places of less than 10 acres from which sales of farm products amounted to $250.00 or more in the preceding year. Persons living in rural areas not meeting this farm definition were classified as rural nonfarm. The table further underscores the rural nature of the multi-district area.

Table 6. Number and percentage of nonwhites in the six-county area and statewide, 1970.

County	Total Population	Nonwhite Population			Percent Nonwhite of the Total Population
		Total	Male	Female	
South Dakota	666,257	35,219	17,490	17,729	5.3
Corson	4,994	1,488	781	707	29.8
Dewey	5,170	2,487	1,222	1,265	48.1
Harding	1,855	15	12	3	0.8
Meade	17,020	875	579	296	5.1
Perkins	4,769	31	14	17	0.7
Ziebach	2,221	1,141	569	572	51.4

Source: U.S. Census, 1970.

Table 7. Number and percentage of the population classified as urban, rural nonfarm, and rural farm in the six-county area and statewide, 1970.

County	Total	Urban		Rural Nonfarm		Rural Farm	
		N	%	N	%	N	%
South Dakota	666,257	297,030	44.6	206,704	31.0	162,523	24.4
Corson	4,994	0	0.0	2,980	59.7	2,014	40.4
Dewey	5,170	0	0.0	3,377	65.3	1,793	34.7
Harding	1,855	0	0.0	639	34.4	1,216	65.6
Meade	17,020	10,743	63.2	3,598	21.2	2,679	15.7
Perkins	4,769	0	0.0	2,719	57.0	2,050	43.0
Ziebach	2,221	0	0.0	824	37.1	1,397	62.9

Source: U.S. Census, 1970.

Economic Characteristics

Table 8 reveals the median family income in the multi-district. From 8.4 percent to 41.8 percent of the population had incomes less than poverty level ($3,745). Ziebach County had the highest percentage both of families with incomes below poverty level (41.8 percent) and of those with incomes of $15,000 or more (16 percent).

Table 9 reveals the number and percent of employed and unemployed persons. Unemployment ranged from none in Harding County to 10.3 percent in Ziebach County and 9.7 percent in Corson County.

Table 10 reveals the occupational distribution of those employed in 1970 in the six counties. Agriculture employed the greatest percentage of workers in Corson (47.0 percent), Harding (74.7 percent), Perkins (48.6 percent), and Ziebach (51.4 percent) counties. Dewey (45.1 percent) and Meade (34.6 percent) counties had the largest percentage of workers in education and public service

Table 8. Median family income in the six-county area, 1970.

County	Median Income (Dollars)	Percent With Income Of	
		Less Than Poverty Level	$15,000 or More
Corson	5,550	32.4	7.0
Dewey	5,406	31.8	9.0
Harding	6,292	20.5	8.0
Meade	8,219	8.4	14.0
Perkins	7,532	14.4	11.0
Ziebach	4,738	41.8	16.0

Source: U.S. Census, 1970.

Table 9. Number and percentage of employed and unemployed by county, 1970.

County	Total Population	Civilian Work Force	Total Employed	Total Unemployed	Unemployment Rate Percent
Corson	4,994	1,543	1,393	150	9.7
Harding	1,855	657	657	0	0.0
Perkins	4,769	2,074	2,033	41	2.0
Dewey	5,170	1,627	1,555	72	4.4
Meade	17,020	4,069	3,899	170	4.2
Ziebach	2,221	885	794	94	10.3

Source: U.S. Census, 1970.

Table 10. Number and percentage of total employed in various occupational categories by county, 1970.

County	Total Employed	Manufacturing		Construction		Business		Education & Public Service		Agriculture	
		N	%	N	%	N	%	N	%	N	%
Corson	1,393	12	0.1	59	4.2	285	20.4	382	27.4	655	47.0
Harding	657	11	1.6	19	2.8	56	8.5	80	12.1	491	74.7
Perkins	2,033	20	0.9	70	3.4	534	26.2	421	20.7	988	48.6
Dewey	1,555	16	1.0	41	2.6	321	20.6	701	45.1	476	30.6
Meade	3,899	186	4.7	357	9.1	1108	28.4	1349	34.6	899	23.1
Ziebach	794	20	2.5	26	3.3	85	10.7	255	32.1	408	51.4
Total	10,331	265	2.57	572	5.54	2389	23.12	3188	30.9	3917	37.9

Source: U.S. Census, 1970.

occupations. In all six counties the fewest workers were employed in manufacturing. Overall, the greatest percentage of workers were employed in agriculture (37.9 percent), followed by education and public service (30.9 percent), and business (23.1 percent). About 6 percent of all employed workers were in construction and 3 percent in manufacturing.

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The following businesses were the major employers in the Northwest Multi-District:

Town	Business
Dupree	The West River Progress
Eagle Butte	Eagle Butte News Lakota Printing Sans Arc Sioux Saddlery
Faith	The Faith Independent
Isabel	Helmer Industries Isabel Dakotan
Lemmon	The Lemmon Leader Wheeler Manfufacturing Company, Inc. Wolff Manufacturing and Supply
McIntosh	Carson County News
McLaughlin	McLaughlin Messenger Standing Rock Housing Corporation
Timber Lake	Reinbold & Sons Feed Timber Lake Cheese Company, Inc. Timber Lake Topic

In general, agriculture was the principal business. Diversified farming, which included wheat, hay, and row cropping plus cattle ranching, was the principal type of agriculture. Several large livestock auction companies operated in the area and attracted buyers from across the Corn Belt. Most persons interviewed indicated that employment opportunities existed for farmers, ranchers, skilled workers, and professionals and reported very limited opportunities for clerical and unskilled workers.

Educational Characteristics

The educational characteristics of the rural farm and nonfarm population over 25 years of age are presented in Table 11. From zero to 1.9 percent of the population had not completed any level of schooling, and 36.3 percent had completed only elementary school (grades 1-8). Another 16 percent of the population had completed from one to three years of high school. About 53 percent of the population had less than a high school education. On the average, 27.5 percent of the population had completed four years of high school. The percentage of the population completing high school ranged from 14.9 percent in Ziebach County to 38.7 percent in Meade County. About 7.5 percent of the rural farm and non-farm population in the six-county area completed four years of college. This percentage ranged from 3.7 percent in Ziebach County to 10.5 percent in Dewey County.

Post-secondary educational institutions were not available to students in the immediate area. Consequently, students typically attended vocational technical schools and colleges in the Black Hills region of South Dakota or similar institutions east of the Missouri River or in North Dakota.

Social and Health Characteristics

Table 12 presents the marriage and divorce rates in the area from 1970-1978. Marriage rates ranged from 4.5 percent in Dewey and Ziebach counties to 14.6 percent in Harding County. Over the nine-year period the marriage rate varied somewhat in Harding and Perkins counties; however, overall it remained relatively constant at about 6 to 7 percent. The divorce rate was considerably lower than the marriage rate, ranging from 0.4 percent in Corson and Perkins counties to 4.7 percent in Meade County. In general, the divorce rate appeared to be in the 1 to 2 percent range with a slightly higher percentage (3 to 4 percent) in Meade County.

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Table 11. Years of education completed by rural farm and nonfarm population, 25 years of age and older, in the six-county area, 1970.

County	Median School Years Completed	Total Pop. 25 Yrs. and Older	No School Completed N (%)	El. Sch. Only N (%)	Years H.S. Completed		Years College Completed	
					1-3 N (%)	4 N (%)	1-3 N (%)	4 N (%)
Corson	9.3	1406	22 (1.5)	662 (47.1)	204 (14.5)	323 (23.0)	119 (8.5)	76 (5.4)
Dewey	10.6	1635	19 (1.2)	650 (40.0)	271 (16.6)	390 (23.9)	134 (8.2)	171 (10.5)
Harding	11.5	325	5 (1.5)	122 (37.5)	42 (12.9)	88 (27.1)	42 (12.9)	26 (8.0)
Meade	12.2	1946	- (0.0)	483 (24.8)	355 (18.2)	753 (38.7)	243 (12.5)	112 (5.8)
Perkins	12.1	1504	28 (1.9)	535 (35.6)	162 (10.8)	376 (25.0)	260 (17.3)	143 (9.5)
Ziebach	9.8	457	6 (1.3)	186 (40.7)	129 (28.2)	68 (14.9)	51 (11.2)	17 (3.7)
Total		7273	80 (1.1)	2638 (36.3)	1163 (16.0)	1998 (27.5)	849 (11.7)	545 (7.5)

Source: U.S. Census, 1970.

Community Services and Recreational Opportunities

Since there were no large recreation centers in the communities, schools and churches provided the basis for community recreation in the area. A large reservoir (Shadehill Dam) located south of Lemmon on the North Fork of the Grand River provided the entire region with water recreation opportunities. The Black Hills region in southwestern South Dakota was also accessible to area residents. The Oahe Dam and Reservoir bordered the region on the east from Mobridge to Pierre.

The number of community services available varied among communities but the situation in McIntosh may be viewed as representative of the entire area. There, the American Legion and Auxiliary had an annual alumni banquet, dances, and rollerskating every two weeks in the winter. The Wildlife Club had trapshoots, wildlife movies, and family lake excursions. The Extension Club featured home economics lessons. The Community Club, composed of business people, was involved in a wide range of community activities including an Appreciation Day, on which they sponsored a free meal for people in the community. A county fair was held each year with 4-H club activities a highlight. There was also a Car Club, which sponsored demolition and soap box derbies and snowmobiling in the winter. Each community had a number of churches, with Baptist, Catholic, Lutheran, and Presbyterian denominations predominant. The nearest medical facilities were in Lemmon and Mobridge. Lemmon had a hospital with a nursing home on the first floor. The nearest doctor was in McLaughlin. The nearest major hospital was in Bismarck, North Dakota.

Small airports near each town were available for light aircraft. Some communities also had swimming pools, tennis courts, softball and baseball fields, and picnic grounds.

Railroads and truck lines transported supplies and products to and from each community. State Highway 20 connects the towns of Timber Lake, Isabel, Bison, and Buffalo on an east-west route.

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Table 12. Number and percentage of marriages and divorces in the six-county area, 1970, 1975, 1978.

County	Year	Marriages		Divorces	
		Number	Percent[a]	Number	Percent[a]
Corson	1970	38	7.6	2	0.4
	1975	45	9.0	3	0.6
	1978	46	9.1	5	1.0
Dewey	1970	36	7.0	16	3.1
	1975	31	5.1	10	1.6
	1978	27	4.5	8	1.3
Harding	1970	27	14.6	4	2.2
	1975	9	4.8	1	0.5
	1978	23	12.6	2	1.1
Meade	1970	110	6.5	38	2.2
	1975	139	7.6	67	3.7
	1978	148	7.6	93	4.7
Perkins	1970	61	12.8	3	0.6
	1975	46	9.7	14	2.9
	1978	54	11.4	2	0.4
Ziebach	1970	10	4.5	5	2.3
	1975	18	6.7	2	0.7
	1978	18	7.3	3	1.2

Source: U.S. Census, 1979. [a]Percent of total population

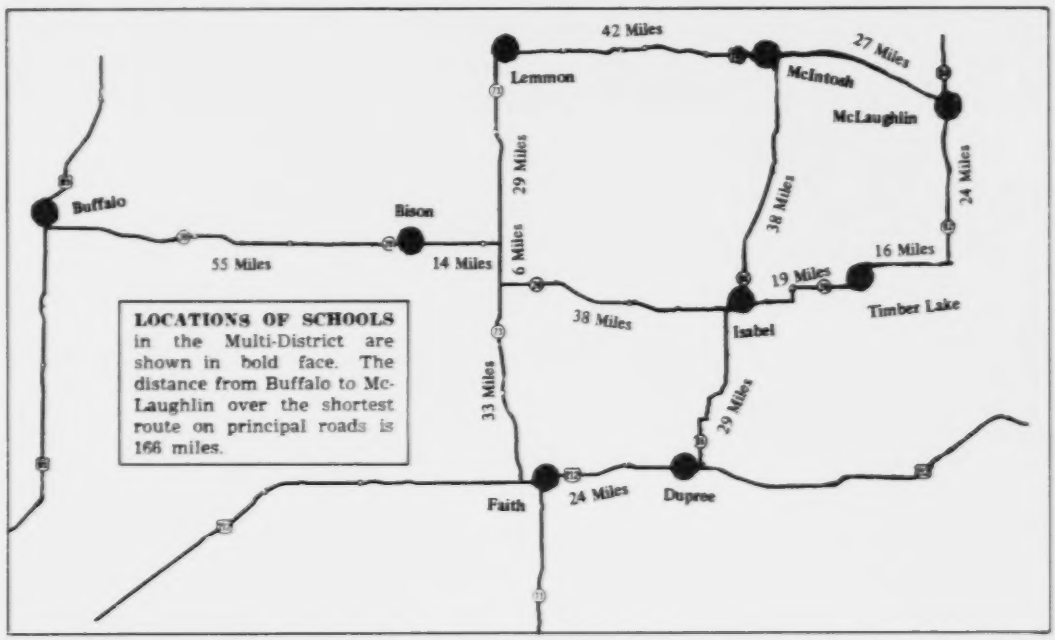

Figure 4. Principal roads linking the nine towns in the Northwest Multi-District[1]

[1]C. Drenkhan, The Northwest Area Schools Multi-District Secondary Occupational Training Program, (Rapid City: South Dakota Division of Vocational Education, 1976), p. 4.

U.S. Highway 12 runs through McLaughlin, McIntosh, and Lemmon and U.S. Highway 212 connects the towns of Dupree and Faith. North-south connections between the towns occur via State highways 65 and 73.

Each town had banks and grocery, farm implement, feed, seed, and ranch supply stores. Farm credit agencies were located in Lemmon and Timber Lake. Nearly every community had a weekly newspaper.

Agricultural Characteristics

Information regarding farming and ranching is presented in Tables 13-16. Table 13 indicates the number of farms per county for 1970-1975. All six counties experienced a decline in the number of farms; losses ranged from 60 in Perkins County to 20 in Harding, Meade, and Ziebach counties.

Table 13. Number of farms per county in the Northwest Multi-District, 1970-1975.

County	Years					
	1970	1971	1972	1973	1974	1975
Corson	540	530	530	520	520	510
Dewey	440	430	420	410	400	400
Harding	390	380	380	370	370	370
Meade	830	820	820	810	810	810
Perkins	790	790	780	770	760	730
Ziebach	280	280	270	270	260	260

Source: South Dakota Crop and Livestock Reporting Service.

Table 14 reveals the average farm size in 1970. The average farm in the Northwest Multi-District is much larger than the average South Dakota farm. One state official estimated the average ranch size at 5,000 acres. These data reflect the earlier discussion of large farms and ranches and a sparse population.

Table 14. Number and percentage of various size farms in the six-county area and statewide, 1970.

County and State	Total Number of Farms	Average Acreages and Number of Farms							
		Average Acreage	Less Than 10 Acres		Less Than 180 Acres		More Than 1000 Acres	
			#	%	#	%	#	%
Corson	490	2927	21	4.3	67	13.7	291	59.4
Dewey	389	3890	25	6.4	59	15.2	203	52.2
Harding	348	4424	26	7.5	37	10.6	268	77.0
Meade	801	2633	58	7.2	128	16.0	509	63.5
Perkins	714	2586	43	6.0	94	13.2	479	67.1
Ziebach	251	5497	5	2.0	20	8.0	183	73.0
South Dakota	42,825	1074	1780	4.2	9256	21.6	10,533	24.6

Source: South Dakota Crop and Livestock Reporting Service.

Table 15 shows the acreage and production of major crops in the six counties. Grain crops predominated; the major crops in terms of acreage were spring wheat followed by oats, winter wheat, and corn for grain. Sunflowers were also a predominant crop.

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Table 15. Number of acres planted and bushels harvested of major crops in the six-county area in 1979.

Crop	Acres		Bushels or Lbs.	
	Planted	Harvested	Yield/Acre	Production
Spring Wheat	342,900	308,500	19.7 bu.	5,947,000
Oats	149,100	77,200	35.8 bu.	2,755,200
Winter Wheat	142,800	50,000	17.9 bu.	795,000
Corn for Grain	41,000	13,900	58.2 bu.	771,000
Barley	28,400	26,900	30.5 bu.	666,100
Durum Wheat	23,800	22,400	17.8 bu.	366,800
Sunflower	20,600	19,600	670.0 lbs.	17,320,000
Sorghum	8,500	3,500	37.1 lbs.	68,400
Rye	2,800	1,650	17.6 bu.	30,600

Source: South Dakota Crop and Livestock Reporting Service.

Table 16 presents livestock production data for the Northwest Multi-District. Cattle were by far the most predominant livestock in the area, followed by sheep/lambs and hogs. Only a small number of dairy animals were kept, probably for home use.

Table 16. Number and total farm value of livestock produced in the six-county area in 1976.

Livestock	Number	Total Farm Value (Dollars)
All cattle	446,000	$49,331,000
Sheep and Lambs	154,200	5,554,800
Hogs	30,100	2,264,400
Milk Cows	7,300	2,473,500

Source: South Dakota Crop and Livestock Reporting Service.

Summary

The six counties in the Northwest Multi-District were predominantly rural, heavily dependent upon agriculture, and emphasized cattle and sheep ranching and spring wheat production. The farms and ranches were large, in the area of 4,000 to 5,000 acres. The agricultural production and ultimately the economy of the area depended highly upon rainfall. The water supply was not sufficient for vast irrigation.

Small towns were scattered throughout the region and the population had declined as farms and ranches grew. The population tended to migrate out of the area.

The median income was low with nearly one-third of the population earning less than $5,000 a year and only about 10 percent earning $15,000 or more. The unemployment rate varied considerably among the counties. The primary area of employment was in agriculture followed by education/public service and business. There was very little employment in manufacturing and construction. Businesses tended to be limited to those that served the farm and ranch families in the area.

The education of the population was limited. About one-third of the residents had completed elementary school, 27 percent had completed high school, and 7.5 percent had completed four years of college. Students needed to travel outside the six-county area for most types of formal post-

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secondary education. Consequently, high school was likely to be the last formal schooling for many students.

Marriage rates ranged from 4 to 14 percent across the six-county area. The divorce rate ranged from 0.4 to 4.7 percent, far below the national divorce rate.

Churches and schools appeared to be the hub of social activities in the area. Residents created many of their own recreational activities, and generally these required traveling some distance. Recreational opportunities were somewhat limited and tended to be restricted to water-related activities.

The area is served by two U.S. highways and two state highways. Graveled and nongraveled roads and trails connect farms and ranches. Travel on these roads is difficult many times of the year. Roads are scattered and are not available on every section line as is common in many parts of the country. Rail and truck lines brought supplies to the area and transported crops and livestock to markets.

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CHAPTER III

SCHOOL DISTRICTS

This section provides an overview of the school districts involved in the Northwest Multi-District. School district size, facilities, financial resources, governance and management policies, staff, curricula, students and the perceptions of the school and community by the citizens of the community are described.

Data were collected in May 1980 via personal interviews with local and state school personnel, on-site observation, and review of local and state agency reports. Whenever possible the data are compared with other South Dakota schools.

Nine school districts comprised the multi-district. Six schools (Dupree, Faith, Isabel, Lemmon, McIntosh, and McLaughlin) were visited in the data collection process. Bison, Buffalo and Timber Lake schools were not visited by the investigators. The six schools were selected on the basis of the amount of time available for visitation and the presence of vocational agriculture and home economics programs. In some instances data are presented for all nine schools. Two schools in the area, Dupree and Faith, were consolidated into a West River School District but were to be separated into two districts on September 1, 1980. Data for the West River District are reported in some tables and in others, data for Faith and Dupree are reported separately.

Size

The nine school districts varied in enrollment and area (Table 17). The Buffalo district covered the largest area (2,683 square miles). Isabel, the smallest district in the area, covered 450 square miles. Lemmon had the highest enrollment with 667 pupils in grades K-12. Isabel had the lowest enrollment (118) for grades K-12.

The pupil density index is a ratio of the number of pupils to the number of square miles in a district. This index provides a figure that can be compared across districts to obtain a sense of the pupil transportation requirements. The index is very low compared to other cases studied in this research. Due to the large area within their jurisdiction, several school districts had satellite elementary schools in various parts of the district.

Table 17. Area and enrollment in school districts in the Northwest Multi-District.

Schools	Area In Square Miles	Enrollment 1979-80 Grades K-8	Grades 9-12	Total	Pupil Density Index (Pupils/Sq. Mile)
Bison	1,324	168	98	266	0.20
Buffalo	2,683	200	87	287	0.11
West River	2,216	361	199	560	0.25
Isabel	450	68	50	118	0.26
Lemmon	1,218	443	244	667	0.55
McIntosh	914	239	132	371	0.41
McLaughlin	794	378	198	576	0.73
Timber Lake	960	247	155	402	0.42
Total	10,561	2,104	1,163	3,267	0.31

Source: School district superintendents.

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Table 18 presents the number of elementary schools in each district. Buffalo had the largest area, the lowest pupil density index and 11 elementary schools. There were 32 elementary schools in the entire 10,561 square miles of the Northwest Multi-District.

Table 18. Number of elementary schools in each school district in the Northwest Multi-District, 1980.

School District	Number of Elementary Schools
Bison	4
Buffalo	11
Isabel	1
Lemmon	4
McIntosh	3
McLaughlin	2
Timber Lake	1
West River	6
Total	32

Source: School district superintendents.

Table 19 lists the number of households in the districts and the number of households with school-age children. The West River (Dupree and Faith) district had the largest number of households (2,127) with 1,494 (70 percent) of these having school-age children. Isabel had the smallest number of total households (200) with 132 (66 percent) having school-age children. The proportion of households in the Northwest Multi-District with school-age children ranged from 46 to 70 percent.

Table 19. Number of households and percentage of households with school-age children, 1980.

School District	Households	Households With School-Age Children	
		Number	Percent
Isabel	200	132	66
Lemmon	800	366	46
McIntosh	---	190	--
McLaughlin	400	200	50
West River	2,127	1,494	70

Source: School district superintendents.

The geographic vastness of the area and the limited number and condition of the roads made transportation of students a problem for schools. Table 20 lists the number of buses used and the number and percentage of students transported in each district in 1978-79. From zero to nine buses were used per school. The superintendent in McIntosh indicated that plans were to eliminate one bus in 1980-81. Enrollment declines were a likely factor in the reduction. He suggested that in the future there might have to be a central pickup point for students. Some bus rides were extremely long with some students riding an hour and a half each way and boarding the bus at 6:45 a.m. Consequently, some students lived in the town during the school year.

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Table 20. Number of buses used per day and students transported in member schools participating in the Northwest Multi-District in 1978-79.

School District	Number of Buses	Number of Students Transported	Percentage of Students Transported
Bison	0	0	0
Buffalo	4	31	8.5
Isabel	0	0	0
Lemmon	8	107	14.3
McIntosh	9	242	61.6
McLaughlin	8	259	37.6
Timber Lake	4	211	60.0
West River	2	41	6.8

Source: School district superintendents.

Table 21 shows the number of tuition students in each district. Tuition students lived in other school districts but attended school in the adjoining district, often because their residence was closer to the adjoining district. The number of tuition students in the participating schools ranged from 7 to 63. Some schools close to North Dakota had a number of North Dakota tuition students.

Table 21. Number of tuition students in member schools in the Northwest Multi-District, 1979-80.

School District	Tuition Students		
	K-8	9-12	Total
Bison	0	7	7
Buffalo	2	10	12
Isabel	2	10	12
Lemmon	38	25	63
McIntosh	38	21	59
McLaughlin	12	5	17
Timber Lake	30	17	47
West River	10	24	34

Source: School district superintendents.

Facilities

The facilities in each school district were directly observed by the investigators and described by the superintendents. Each community had old main buildings with a variety of additions during the 1960s and 1970s.

The Isabel school building was 16 years old; no improvements or additions were planned. The school housed grades K-12. The building was very basic and plain, almost warehouse-like in appearance.

The main building of the Lemmon school appeared to have been constructed in the 1920s or 1930s. The high school had an addition in 1955 and a junior high section had been added in 1978. A new elementary school was constructed in 1980.

The McIntosh school was on the main street of town and was 22 years old. Additions were built in 1960 and 1965.

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The McLaughlin school was built in 1922 with a gymnasium added in 1951, an elementary building in 1965, and a music room and bus garage in 1969.

The West River district (Faith and Dupree) had facilities similar to the other schools. Dupree's facilities had had five additions. The main building (1920s or 1930s vintage) had a library and office addition built in 1965, two classrooms in 1968, four classrooms in 1974, two classrooms in 1978 and gyms and classrooms in 1979. Faith's main building, also 1920s or 1930s vintage, had two additions, a gym and classroom in 1965 and a shop and classroom in 1974.

Finances

Each school district in South Dakota submitted its budget to the commissioners of all counties covered by the district. In the Northwest Multi-District, West River was in four counties, Isabel and Lemmon in three counties, Timber Lake in two, and the remaining four districts in one county each.

Table 22 presents the tax rates for the 1979 calendar year in each of the participating districts. General agriculture mills ranged from 15.23 in Bison to 24.00 in Isabel, Lemmon, McIntosh, and West River school districts. Nonagriculture mills ranged from 22.46 in Bison to 40.00

Table 22. Tax rates for the 1979 calendar year in member schools in the Northwest Multi-District.

District	Fund	(Mills)	Mills		Taxable Valuation	
Bison	General Ag.	15.23	Non-Ag.	22.46	Ag.	22,720,016
	Special Ed.	0.60			Non-Ag.	2,408,448
	Capital Outlay	1.99			Total	25,128,464
	Bond Redemption	2.23				
Buffalo	General Ag.	19.45	Non-Ag.	30.90	Ag.	22,360,996
	Special Ed.	1.17			Non-Ag.	2,157,576
	Capital Outlay	4.82			Total	24,518,572
	Bond Redemption	0.00				
Isabel	General Ag.	24.00	Non-Ag.	40.00	Ag.	4,887,760
	Special Ed.	1.82			Non-Ag.	614,640
	Capital Outlay	2.73			Total	5,502,400
	Bond Redemption	0.00				
Lemmon	General Ag.	24.00	Non-Ag.	40.00	Ag.	18,743,870
	Special Ed.	2.00			Non-Ag.	6,744,580
	Capital Outlay	4.73			Total	25,488,450
	Bond Redemption	0.00				
McIntosh	General Ag.	24.00	Non-Ag.	40.00	Ag.	9,228,894
	Special Ed.	2.00			Non-Ag.	1,265,768
	Capital Outlay	3.81			Total	10,494,662
	Bond Redemption	0.00				
McLaughlin	General Ag.	23.60	Non-Ag.	39.20	Ag.	9,521,237
	Special Ed.	2.00			Non-Ag.	2,185,109
	Capital Outlay	3.96			Total	11,706,346
	Bond Redemption	0.00				
Timber Lake	General Ag.	20.66	Non-Ag.	33.32	Ag.	7,822,228
	Special Ed.	2.00			Non-Ag.	1,484,039
	Capital Outlay	4.32			Total	9,306,267
	Bond Redemption	1.89				
West River	General Ag.	24.00	Non-Ag.	40.00	Ag.	15,114,465
	Special Ed.	2.00			Non-Ag.	2,619,884
	Capital Outlay	5.00			Total	17,734,349
	Bond Redemption	0.00				

Source: South Dakota Educational Statistics Digest, 1979.

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in Isabel, Lemmon, McIntosh, and West River. Total taxable valuations ranged from $5,502,000 in Isabel to $25,488,450 in Lemmon. Agriculture valuations provided about 70 percent to 90 percent of the total taxable valuation in the eight districts.

Table 23 delineates the sources of revenue for each of the participating districts. The number of Native American students enrolled varied and so the amount of federal monies flowing into a district varied considerably among the participating schools. Federal revenues ranged from $51,682 at Bison to $443,026 at McLaughlin. Local revenues ranged from $169,001 at Isabel to $865,506 at Lemmon. State and federal monies made up from 21 percent (Lemmon) to 65 percent (McLaughlin) of the total general revenue.

Table 23. Sources of funds for member school districts in the Northwest Multi-District, 1978-79.

School District	Sources of Revenue				
	Local	County	State	Federal	Total General
McIntosh	$452,482	$ 4,507	$ 80,774	$200,336	$ 711,099
McLaughlin	357,004	14,488	260,774	443,026	1,075,292
Isabel	169,001	610	32,769	55,037	257,417
Timber Lake	308,015	1,684	107,519	125,725	542,943
Buffalo	610,861	29,692	96,918	134,071	871,542
Lemmon	865,506	12,744	151,540	88,260	1,118,050
Bison	457,954	5,735	93,030	51,682	608,401
West River	608,937	7,577	147,483	248,000	1,011,997

Source: South Dakota Educational Statistics Digest, 1979.

Table 24 categorizes expenditures in the various participating school districts. Instruction and support services comprised the greatest expenditures for each of the districts. Capital outlay for West River reflected construction of several new additions during the 1970s.

Table 24. Expenditures for member school districts in the Northwest Multi-District, 1978-79.

School District	Expenditure Category					
	Instruction	Support Service	Community Service	Non-programmed	Debt Service	Co-Curricular
McIntosh	$363,021	$305,021	$0	$11,351	$0	$26,729
McLaughlin	632,948	400,491	0	65,350	0	32,857
Isabel	135,610	115,802	0	17,092	0	9,229
Timber Lake	272,019	189,099	0	45,008	0	16,255
Harding Co. (Buffalo)	395,917	266,462	0	97,933	0	25,208
Lemmon	668,842	418,706	0	42,228	0	27,633
Bison	320,803	273,477	0	34,280	0	20,892
West River	578,163	349,325	0	48,661	0	31,615

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Table 24 (continued)

School District	Expenditure Category				
	Total General Exp.	Special Education	Capital Outlay	Bond Redemption	Total Expenditures
McIntosh	$ 706,688	$91,568	$ 49,571	$ 0	$ 847,827
McLaughlin	1,131,646	33,233	42,863	0	1,207,742
Isabel	277,733	8,124	23,487	9,231	318,575
Timber Lake	522,381	23,346	27,611	13,680	587,018
Harding Co. (Buffalo)	785,520	23,020	99,971	0	908,511
Lemmon	1,157,409	56,115	52,174	0	1,265,698
Bison	649,452	12,679	64,444	0	726,575
West River	1,007,764	27,305	147,891	0	1,182,960

Source: South Dakota Educational Statistics Digest, 1979.

Table 25 presents data regarding the cost per average daily membership (ADM) for each school district. Average daily membership is the average number of pupils in membership during the school year. Bison had the highest general fund ADM cost at $2,401.33 followed closely by Isabel, McIntosh, and Buffalo. Timber Lake had the lowest ADM cost at $1,492.86. Transportation costs per ADM also varied. West River transportation costs were $99 per ADM whereas the private contract transportation services at Lemmon, Buffalo, and Bison ranged from $1,450 to $668 per ADM. Transportation costs per mile ranged from $.3762 for privately owned contract services at Bison (involving 181,265 miles) to $.6519 at McIntosh (involving 159,405 miles).

Table 25. General fund and transportation expenditures per average daily membership for member school districts in the Northwest Multi-District, 1978-79.

School District	Average Daily Membership Cost		Transportation Cost/Mile
	General Fund	Transportation	
Bison	$2,401.33	$ 668.51*	$ .3762*
Isabel	2,292.47	-	-
McIntosh	2,089.87	400.28	.6519
Buffalo	2,084.03	730.55*	.4129*
West River	1,855.39	99.59	.5859
McLaughlin	1,851.05	225.03	.5127
Lemmon	1,629.35	1,450.00*	.4050*
		301.18	.6248
Timber Lake	1,492.47	145.53	.4493

*Privately owned contracted services.
Source: South Dakota Educational Statistics Digest, 1979.

Governance, Management, Policies

Each school district functioned as an independent school system governed by an elected school board and a superintendent who served as the executive officer of the board of education. The school boards represented people from many occupations in the community including farmers and ranchers, homemakers, a minister, and business people such as an elevator manager, a tax accountant, a flower shop owner-operator, a postmaster, a banker, a clerk, a bookkeeper, and a telephone operator.

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Table 26. Number of full-time equivalent (FTE) teachers, professional noninstructional staff and support staff in each member school, 1979-80.

School District, City, County	No. FTE Professional Noninstructional Staff	No. FTE Classroom Teachers	No. FTE Support Staff	Enrollment	Grades Included In System	Pupil Total/Total FTE
Bison, Perkins Co. Dist. 52-1	2.0	23.0	10.0	266	K-12	7.6
Bison High		9.1		98	9-12	
Bison Elem.		9.9		128	K-8	
Dillion Elem.		1.0		9	1-8	
Strool Elem.		2.0		22	1-8	
Union Elem.		1.0		9	1-8	
Buffalo, Harding Co. Dist. 31-1	3.0	33.0	11.0	287	1-12	6.11
Buffalo High		10.0		87	9-12	
Buffalo Elem.		9.0		90	1-8	
Camp Crook Elem.		3.0		25	1-8	
Cox School		1.0		13	1-8	
Govert Elem.		1.0		3	1-8	
Ladner Elem.		1.0		7	1-8	
Lanesboro Elem.		2.0		13	1-8	
Lincoln Elem.		1.0		6	1-8	
Norbeck Elem.		1.0		8	1-8	
Painter Elem.		1.0		6	1-8	
Ralph Elem.		1.0		10	1-8	
Reva Elem.		2.0		18	1-8	
Isabel, Dewey Co. Dist. 20-2	1.2	12.3	7.2	118	1-12	5.7
Isabel High		5.8		50	9-12	
Isabel Elem.		6.5		68	1-8	
Lemmon, Perkins Co. Dist. 52-2	3.0	47.0	25.0	667	1-12	8.89
Lemmon High		16.8		244	9-12	
Athboy Elem.		1.0		10	1-8	
Center Elem.		1.0		6	1-8	
Lemmon Elem.		26.2		382	K-8	
Progress Elem.		2.0		25	1-8	

Source: School district superintendents.

Staff

Staff sizes varied among the schools. Table 26 summarizes the full-time equivalent (FTE) classroom teachers, professional noninstructional staff, and support staff for 1979-80. The table reflects the distribution of staff in various elementary and secondary schools scattered throughout the school districts. There were a number of one-teacher elementary schools. Lemmon and McLaughlin had the largest number of high school staff (16.8 and 16.0, respectively). Isabel had 5.8 teachers in its high school grades 9-12.

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Table 26. Continued

School District, City, County	No. FTE Professional Noninstructional Staff	No. FTE Classroom Teachers	No. FTE Support Staff	Enrollment	Grades Included In System	Pupil Total/Total FTE
McIntosh, Corson Co. Dist. 15-1	2.5	29.5	24.4	371	K-12	6.58
McIntosh High		11.0		132	9-12	
McIntosh Elem.		16.3		219	K-8	
Morristown Elem.		1.1		9	1-8	
Wautauga Elem.		1.1		11	1-8	
McLaughlin, Corson Co. Dist. 15-2	3.0	40.6	31.1	576	K-12	7.71
McLaughlin High		16.0		198	9-12	
Chapel Elem.		1.0		7	1-8	
McLaughlin Elem.		23.6		371	K-8	
Timber Lake, Dewey Co. District 20-3	3.0	21.0	22.5	402	K-12	8.65
Timber Lake High		10.5		155	9-12	
Timber Lake Elem.		10.5		247	K-8	
West River, Ziebach Co. Dist. 64-1	4.0	40.5	18.0	560	K-12	8.96
Dupree High		7.7		91	9-12	
Faith High		6.2		108	9-12	
Cottonwood Elem.		1.0		5	9-12	
Dupree Elem.		13.0		189	K-8	
Faith Elem.		9.3		139	K-8	
Maurine Elem.		2.0		18	1-8	
Plainview Elem.		1.0		10	1-8	

Source: School district superintendents.

Table 27 shows the number of administrators in each of the districts included in the site visits. There was generally a principal for the K-8 level and one for the 9-12 level. Each school district had a superintendent of schools. The West River district with two schools (Dupree and Faith) had two 9-12 principals in addition to an elementary level administrator and a superintendent making a total of four administrators in that district.

Scheduling And Curriculum

The schedule for each school visited by the researchers is presented in Table 28. The number and length of periods for classes was similar for all participating schools, with seven-period days and periods between 50 and 55 minutes long.

The number of courses offered and the requirements for graduation varied among districts. The South Dakota Department of Education required a minimum of 16 credits for high school graduation. In Isabel, 20 credits were required for graduation (grades 9-12), 19 of them in academic subjects. Every student was required to average five subjects each year.

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Table 27. Number of school administrators in member schools in the Northwest Multi-District, 1979-80.

School District	Number of School Administrators		
	K-8	9-12	Total
Isabel	1.0	1.0	2
Lemmon	1.5	1.5	3
McIntosh	1.5	1.5	3
McLaughlin	1.0	1.0	2
West River	1.0	3.0	4

Source: School district superintendents.

In Lemmon, 49 courses were offered to students in grades 9-12. There were 10 courses available for freshmen, 13 for sophomores, 20 for juniors and 23 for seniors. Students could have up to two free periods or study halls in grades 9 and 10 and three in grades 11 and 12. Each student met individually with the school counselor, although some group meetings were conducted for making initial scheduling plans. Post-high-school planning was initiated in grade 11 and continued in grade 12.

In McIntosh, ninth and tenth graders met with the principal once a year for scheduling. Parents were not required to sign a student's schedule. Most post-high-school planning was completed in grades 11 and 12.

At McLaughlin, 67 courses were offered to students in grades 9-12. Students in the ninth grade had two elective courses; those in grades 10-12 had three electives. Students in grades 10-12 had up to two free periods or study halls. For course scheduling, students in grades 9 and 10 met with the counselor individually and in homeroom groups. Students in grades 11 and 12 scheduled courses by meeting with the counselor and teachers to find out about courses. Post-high-school career planning was done in grade 12.

In Dupree High School, the following number of elective courses and free periods or study halls were available:

Grade 9	8 electives	2 free periods/study halls
Grade 10	12 electives	2 free periods/study halls
Grade 11	18 electives	2 free periods/study halls
Grade 12	22 electives	2 free periods/study halls

Scheduling in Dupree was conducted twice a year and planning with the counselor was done one year at a time. Ninth graders completed their own schedules; parents' signatures were not required. Juniors and seniors submitted their own schedules and did not meet with the counselor. Post-high-school planning was done in the twelfth grade.

In Faith High School, the following number of elective courses and free periods were available:

Grade 9	5 electives	1-2 free periods/study halls
Grade 10	8 electives	1-2 free periods/study halls
Grade 11	18 electives	1-2 free periods/study halls
Grade 12	18 electives	1-2 free periods/study halls

Students in grades 9-12 completed their own schedules; a parent's signature was not required. Some post-high-school planning was done at each grade level, but most intensely at grade 12.

Scheduling difficulties sometimes arose in these school districts because most courses were limited to one section and flexibility in scheduling was extremely limited.

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Table 28. Number and length of class periods per day for member schools, 1979-80.

School District	Number of Periods/Day	Length of Periods (Minutes)
Dupree	7	52
Faith	7	50
Isabel	7	45 (1 period) 55 (6 periods)
Lemmon	7	55
McIntosh	7	50
McLaughlin	7	50

Source: School district superintendents.

Students

Students in the Northwest Multi-District exhibited a wide range of characteristics. Table 29 provides estimates by administrators and counselors of ethnic backgrounds of students in five of the six schools visited by the researchers (one school did not report this information). The ethnic representation varied according to the school's proximity to the two Indian reservations in the area. Dupree had 52 percent Native American and 48 percent Caucasian students in grades K-12. In grades 9-12, 40 percent of the students were Native Americans and 60 percent were Caucasian. In the other schools the percentages varied from nearly 100 percent Caucasian to 15 percent and 35 percent Native American in McIntosh and McLaughlin, respectively. One administrator stated that there was a tribal law among the Native Americans that children had to remain in school until they were 18 years of age. He stated that due to their mobility, many students worked on a general education diploma (GED) instead of receiving a diploma from one of the high schools in the area.

Table 29. Ethnic group distribution of students in five member schools, K-12, 1980.

School District	Percentage of Ethnic Groups in the Schools		
	Caucasian	Native American	Chicano
Dupree	48.0	52.0	0.0
Faith	95.5	0.5	0.0
Lemmon	98.5	1.0	0.5
McIntosh	85.0	15.0	0.0
McLaughlin	65.0	35.0	0.0

Source: School district superintendents.

Average daily student attendance at the schools participating in the Northwest Multi-District ranged from 81 percent at McLaughlin to 93 percent at Lemmon (Table 30). Some reasons given for student absenteeism were bad weather in the winter, large numbers of miles required to travel, poor roads, and the mobility and subsequent low attendance records of Native American students.

Since all of the schools had relatively small enrollments, a large proportion of the students participated in extracurricular activities. In the Isabel, McLaughlin, and Lemmon High Schools, the superintendents estimated that half of the students participated in some extracurricular activity. In McIntosh it was estimated that 90 percent of the students in high school (9-12) participated, averaging about two activities per student. West River district officials estimated that about 71 percent of the students in grades nine through twelve participated in extracurricular activities, averaging three activities per student.

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Providing educational opportunities for special needs students was a part of the mission of participating districts. In Lemmon, there were four students with learning disabilities in the ninth grade, one in the tenth grade and one in the eleventh grade, along with a physically handicapped student in the tenth grade and another one in the twelfth grade. The McIntosh schools reported having one educable mentally retarded (EMR) student on a part-time basis and a deaf student attending a program for the deaf in Lemmon. McLaughlin reported having one special needs student in the tenth grade and another in grade 11. Faith reported one trainable mentally retarded (TMR) student in grade nine who attended the Northwest Special School and a physically handicapped student in the tenth grade who took regular courses. Dupree officials reported having some elementary students in a special education class. They also reported handling students with special needs by mainstreaming them into regular classes. Some students in Lemmon, McLaughlin, and Dupree participated in Comprehensive Education and Training Act (CETA), On the Job Training (OJT), and Youth Employment and Training (YETP) work experience programs.

Table 30. Total enrollment, average daily attendance (ADA) and percentage of students attending daily in the Northwest Multi-District member schools, 1978-79.

School District	Total Students K-12	ADA	Percent Students Attending Daily
Bison	279	254.60	91
Buffalo	363	327.19	90
Isabel	132	116.78	88
Lemmon	747	695.53	93
McIntosh	393	356.11	91
McLaughlin	689	560.47	81
Timber Lake	377	329.51	87
West River	604	515.63	85

Source: South Dakota Educational Statistics Digest, 1979.

Post-high-school activities of students who had graduated in 1978 are reported in Table 31. Of the 227 students who graduated from the participating nine high schools, 39 percent had pursued some type of formal postsecondary education (18 percent in four-year colleges, 4 percent in two-year colleges and 17 percent in technical schools). About 19 percent were engaged in some type of agriculture or agriculture-related work--15 percent in farming or ranching and 4 percent in agribusiness. Another 11 percent were engaged in occupations requiring home economics skills and abilities (4 percent were engaged in home economics-related occupations and 7 percent were homemakers). Another 19 percent were engaged in other occupations, and 12 percent were either unknown, unemployed (4 graduates), or deceased. About 3 percent of the 1978 graduates were in the armed forces.

School counselors indicated a dropout rate of 2 to 8 percent in the six schools. Reasons given for dropout were pregnancy, academic failure, drugs, marriage, no interest in school, and a tendency for Native American students to leave school.

Perceptions Of School Personnel And Community Members

In the process of interviewing school personnel, board members, and advisory committee members, certain perceptions of the school districts became evident. These opinions do not necessarily represent the general population. They are presented here as a means of giving the reader an overview of how selected individuals felt about their school districts. Despite the unsystematic nature of these observations, they reflect the low priority attached to education in general that was noted for the state as a whole.

An Isabel resident indicated that people attended school events, supported school programs, took pride in their schools, and seemed to turn out well for school elections. This resident indicated that the people may not view the school as the center of all social activities. The resident

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Table 31. Status in 1980 of 1978 high school graduates from Northwest Multi-District member schools

School District	Total	4-Year College		2-Year College		Technical School		Farming/ Ranching		Ag. Bus. Employ.		Home Ec. Occup.		Married Homemaker		Other Employ-ment		Deceased Unemployed Unknown		Armed Forces	
	#	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Bison	28	6	21	3	11	4	14	4	14	1	4	0	0	1	4	7	25	2	7	0	0
Buffalo	19	3	16	2	11	7	37	1	5	0	0	0	0	1	5	5	26	0	0	0	0
Dupree	22	1	5	0	0	5	23	4	18	4	18	0	0	2	9	0	0	4	18	2	9
Faith	19	4	21	0	0	5	26	1	5	1	5	1	5	3	16	2	11	2	11	0	0
Isabel	12	3	25	1	8	0	0	3	25	0	0	0	0	1	8	3	25	0	0	1	8
Lemmon	35	5	14	0	0	8	23	5	14	1	3	2	6	1	3	9	26	4	11	0	0
McIntosh	30	4	13	2	7	3	10	3	10	1	3	0	0	4	13	6	20	5	17	2	7
McLaughlin	25	7	28	0	0	3	12	4	16	1	4	2	8	2	8	2	8	4	16	0	0
Timber Lake	37	5	14	0	0	4	11	8	22	1	3	4	11	0	0	8	22	6	16	1	3
Total	227	38	18	8	4	39	17	33	15	10	4	9	4	15	7	42	19	27	12	6	3

Source: School guidance counselors.

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was not sure the citizens of the Isabel School District would "fight to the bitter end" to save the public school or that the community would support action to improve its educational programs.

At Lemmon, a resident indicated that the community would fight to the bitter end to maintain a public high school. The resident also felt positively about cooperating with neighboring schools for various school courses or programs. The resident was undecided regarding community attendance at school events and community support of school programs, the school being the center of social activities, and the amount of pride the community took in its schools. The resident did not feel the community would support any type of action that would improve its educational program or turn out in high numbers for a school election or vote.

In McIntosh, a resident felt there was not as much spirit as there once was in the community. The resident also felt that attendance at school activities was lower, with more older people attending. On the other hand, the resident felt that sports events were well attended and that the community took pride in its school, and viewed positively the school's cooperating with neighboring schools to offer various courses or programs. This resident was somewhat undecided about whether the community would fight to the bitter end to maintain a public high school, and whether the community would support action that would improve its educational system. Two other community residents felt that the community was very supportive of sports and extra-curricular activities but not especially supportive of other school activities.

A McLaughlin resident felt that people in the community attended school events and supported school programs. This resident also felt that the community would fight to the bitter end to maintain a public high school, would support actions to improve programs, and would strongly support cooperating with neighboring schools to bring programs to students in McLaughlin.

A Timber Lake resident felt that his community would fight to the bitter end to maintain a public school, that the school was not necessarily the center of social activities in the community, and that the community was proud of its school and would support any action to improve the school system. Again, as in other communities, light participation in school elections was reported.

A Dupree resident indicated that the community would fight to the bitter end to save its public high school. This resident felt that the school was the center of social activities and took great pride in the school but was somewhat undecided as to whether the community was positive about cooperating with other schools to provide programs or courses.

In Faith, a resident was concerned about the growth of the multi-district concept. This resident took great pride in the public high school and felt the community would fight to the bitter end to maintain it. This perspective was borne out in the movement by the communities of Faith and Dupree to separate into two districts rather than maintain the West River District.

Summary

The schools in the rural area of Northwest South Dakota were similar in terms of student and community attitudes, values, problems, concerns, and programs for students. Though the size of the schools varied, problems of adequate programming and school finance were similar for each school. In general, communities supported sports and extracurricular activities but otherwise were somewhat passive about their schools. The school was not necessarily perceived as the center of social activities. It would appear the church had an influence on social activities, but people living in this area may be somewhat independent and individualistic and distances between farms and ranches may be great enough to discourage strong community socializing.

Financial support for the schools hinged appreciably on the agricultural economics of each community. State and federal contributions varied among school districts depending on the Native American population.

The school districts in this area were large, ranging from 794 to 2,683 square miles. There were one-teacher elementary schools. Transportation was limited and difficult due to district size and the limited number of improved roads.

The schools all had relatively old main buildings with several 1960 and 1970 additions of sports facilities and classrooms. Staff size ranged from five to seventeen. Students typically

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could take three or four elective courses each year and had several alternatives from which to make their selection.

The student population in most schools was predominantly Caucasian; however, some schools were 50 to 35 percent Native American. Daily attendance was 80 to 90 percent of enrolled students (87 to 90 percent for most schools).

The destinations of high school graduates were varied. Two years after graduation about 22 percent of the 1978 graduates were attending two- and four-year colleges and 17 percent were attending vocational-technical schools. About 19 percent were in farming, ranching, or agribusiness and 11 percent were in occupations requiring home economics skills. About 19 percent were employed in a wide range of occupations ranging from construction to coal mining. Approximately 61 percent of the graduates terminated their education at high school and entered the world of work.

CHAPTER IV

MOBILE FACILITIES CENTER

History

The Northwest Area Schools (NWAS) was a consortium of school districts which provided shared services to member schools including vocational education, special education, adult education, and speech therapy and school psychologist services.

The multi-district concept was initiated by the Eagle Butte, Lemmon, and Faith school superintendents in 1970. Ten schools were involved in an organizational structure referred to as SAVE, which cooperatively offered specialists' services (special education, reading, etc.) for this sparsely-populated area of South Dakota. The 10 schools in SAVE were Bison, Buffalo, Isabel, McIntosh, McLaughlin, Lemmon, Timber Lake, Faith, Dupree, and Eagle Butte. The 1973 South Dakota legislature passed a law authorizing the establishment of multi-district secondary occupational-vocational education centers and providing for the supervision, control, and financing of the centers.

In the fall of 1973 a vocational education project which included all 10 SAVE schools except Eagle Butte began. Though legislation authorizing the type of interschool district cooperation the project represented became effective on July 1, 1973, the multi-district center did not operate on its own until July 1, 1974 because of the time required to get the nine school districts together and meet the procedures outlined by the state Department of Education. In the meantime, the center operated on a contract with the Lemmon District as the contracting district.

The purpose of the vocational multi-district was to assist local schools in preparing students with better job skills and work attitudes, and for further education. Programs were selected to assist the 60 to 80 percent of the students in member schools who did not go on to college. The project brought instruction to the area with three self-contained mobile units.

According to a multi-district board member, the first multi-district board was enthusiastic about the mobile units and took a great deal of initiative, accomplishing a number of steps in getting the units started. He stated that the original director did much of the groundwork for the program. A statement of income for the early days shows that since the multi-district could not levy taxes or issue bonds but had to provide vocational education in five occupational fields, it sought a wide range of funding sources. For the year ending June 30, 1974, an income statement shows $211,000 from federal sources, $10,015.84 from the state, and $27,000 from local sources.

Records for the four start-up years (1973-1976), indicate use of $370,731 in federal Part D or "exemplary program" funds and $82,142.14 in federal Part B or "basic program grant" funds and state reimbursement of $27,021.18. Financial support from local sources increased from $27,000 in the initial year to $54,000 in the second year and $108,000 in the third year. In 1980, the local contribution was $15,000 per school ($135,000 per year) and represented both an absolute and proportional increase in local funding.

Two vocational directors had served the mobile facilities center since its initiation. The first director served from 1973-1977; the second began in 1977 and was the director at the time of the interviews in 1980.

Purchase of three mobile units constituted the first effort. The programs offered in 1973 were general metals, building trades, and electricity/ electronics. In 1974, quantity foods, auto mechanics, and agricultural plant sciences were added in three additional units. In 1975, health occupations, sales and distribution, and agricultural animal sciences were added in three additional units. Consequently, a mobile unit was placed at each school and each semester the unit moved to the next school district. Every unit was located at each of the schools every four and one-half years.

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The board decided to have two agricultural units since the area was highly agricultural. Lemmon had a regular vocational agriculture program in its curriculum, so there was some duplication when the agriculture units were there. The teachers tried to offer students a greater variety of more specialized courses when that occurred. This duplication caused some conflict between Lemmon and the mobile unit system. Lemmon dropped its distributive education program when the sales and distribution programs were installed in the multi-district center. Isabel dropped its industrial arts program after the vocational center programs were initiated.

Governance, Management, and Legal Structure

The Northwest Area Schools Multi-District operated under South Dakota State Laws, SDCL 13-39-40, 13-15-11, 13-39-53, and SDCL 1-24, which provided for a multi-district organization. The laws provided for governance, acquisition and distribution of funds, exceptions for authority to levy taxes and issue bonds, and the overall structure of the multi-district.

The multi-district functioned on the basis of an agreement among the nine participating schools. This agreement is included in the Appendix. Under the agreement, school districts were required to notify the Northwest Area Schools multi-district center board of their intention to continue participation each January. The agreement provided for the (1) term of the agreement, (2) organization of the executive and multi-district center boards, (3) purpose of the multi-district agreement, (4) financing of the multi-district, (5) membership in the multi-district (including financial obligations and voting requirements and powers), and (6) ownership of property and the distribution of property in the event of dissolution. Each school district's board passed a resolution (also included in the Appendix) annually indicating its intention to participate in the multi-district. This resolution, which extended for one year beginning on July 1, was signed by the clerks of each of the nine participating districts.

The groups involved in governance and advising the multi-district were: (1) a multi-district center board, (2) an executive board, (3) a citizens' advisory council, and (4) a vocational director.

The multi-district center board consisted of one board member from each of the eight school districts (the West River district, which involved two schools, Dupree and Faith, had one representative on the board although both schools were assessed a full share of the costs). Since the West River district was in the process of splitting into two districts, the board membership was soon to increase to nine members. Multi-district center board meetings were held once a month, and board members changed every three years.

There was also an executive board, composed of the superintendents from each of the school districts, which advised the multi-district center board on operating procedures, special education, adult education, and vocational education. The executive board chairperson attended the vocational multi-district center board meetings and represented the executive board for information purposes but did not have voting power on the multi-district center board. The executive board was viewed by the administration as a critical component in the governance of the multi-district center because it provided the nine superintendents an opportunity for direct communication, feedback, and input regarding the operation and activities of the multi-district center and a direct line of communication back to the local districts, and encouraged cooperation and support from the superintendents. The executive board met in the afternoon prior to the evening meetings of the multi-district center board.

A citizen advisory council composed of 18 members, two for each vocational program, was also associated with the multi-district vocational center. An attempt was made to have each of these members also represent one of the nine communities. Members were selected from names submitted by the vocational director, the program teacher, and the members of the advisory council according to criteria including dedication to vocational education, and being in a business representing the program. Terms were four years. The advisory council met twice a year. In addition, each teacher and the two program representatives met periodically during the year. A multi-district constitution and by-laws (included in the Appendix) regulated the work of the citizens' advisory council.

The vocational director was responsible for administering the nine vocational programs in the multi-district. The vocational director had no relationship to or responsibility for vocational teachers who were employed by the member schools but were not part of the multi-district center.

The director recruited, supervised, periodically observed, and evaluated the center teachers, and developed and coordinated the budget. The vocational director reported directly to the Northwest Area Schools director and also communicated directly with the South Dakota Department of Education.

Facilities

The facilities were nine mobile classrooms and a small, one-story house in Lemmon which had been converted into offices for the Northwest Area Schools director, the center vocational director and other administrative staff.

The first three mobile classrooms were self-contained (except for an outside electrical connection), accommodating up to 36 (three sections of 12 each) students in each occupational-vocational training program. Each 12' x 60' unit was weatherproof, air conditioned, and contained all utilities needed to conduct training on the equipment provided. The units which housed general metals, building trades, and electricity and electronics, were delivered ready for use to Lemmon in 1973 at a cost of $157,146.

In the second year, two changes occurred as a result of action by the governing board. Initially the relocation of the units was contracted with a mobile-home moving company. However, the cost was prohibitive and coordination was difficult, so the board purchased a truck tractor for $5,000 and the staff undertook the task of moving the units. Second, the board changed the trailer acquisition process. Instead of ordering three additional units from a commercial firm which provided educational units, the center staff designed the floor plans, structure, equipment, and course materials. The three units were 14' x 60' and were purchased for $40,635 without equipment, instructional packages, or installation. These units were built beyond standard specifications with additional floor joists, axles and a double floor and were delivered in January of 1975. These units housed agricultural technology unit one (plant and soil sciences), quantity foods occupations, and auto mechanics. The multi-district saved about $60,000 for the three units under the new plan.

The third phase of facility development was the construction of three additional mobile units. Again, the units were 14' x 60' and were designed as a shell (without equipment) to accommodate up to 36 (three sections of 12 each) students. The cost of the three units was $44,150. These units housed health occupations, distributive education (sales and distribution), and agricultural technology unit two (animal science and range management).

Each mobile unit was equipped with the supplies, materials, tools, and equipment necessary to provide a quality vocational program for students. Each school was expected to provide a concrete pad, and electrical and plumbing hookups for the trailer units.

The one-story structure in Lemmon which housed the administrative staff had a comfortable reception area and adequate office space. The house was viewed as having excellent resale value in the event the multi-district would disband.

Financing and Costs

Member schools contributed equally to the multi-district center. Costs were assessed annually and included:

Administration - salaries for the vocational director, business manager, and a secretary

Teaching staff - salaries plus a $1,000 travel allowance for nine vocational teachers

Expenses - travel, board meetings, maintenance of mobile units, central office utilities, office equipment and supplies, and teaching supplies and materials.

State and federal reimbursement provided about 41 percent of the operational funds. The teacher nine-month base salary was $10,000 for 1979-80 and $11,500 for 1980-81. The financing was based on grades 9-12. The per-pupil maintenance cost was $880 based on 250 students. Nine schools shared equally in the cost of operating the multi-district, which amounted to about $15,000 to

$16,000 per school. These costs are reflected in the proposed assessments for each school district for 1980-81 included in the Appendix. Financial needs increased since initiation of the multi-district with increases in salaries and expenses.

The multi-district replaced equipment periodically and added the cost to the annual assessment. Instructors maintained and performed routine repairs on their equipment. The board planned to assess each school an equal share of the cost at the time of replacement rather than set aside funds each year for meeting future trailer replacement costs.

The 1975-76 operating budget was about $200,000, and included about $42,000 for administration, $15,000-$17,000 for each program's instructional costs, $2,500 for telephone costs, and $11,500 for trailer moving and instructor travel costs.

Size

The multi-district began in 1973 with an enrollment of nearly 400 students; by 1980 enrollments had declined to approximately 250-280. Several reasons were cited for the decline. First, the trailers were initially moved every quarter, but in 1980 the units were only moved each semester giving fewer students a longer educational experience in each program. Second, the structure of the day had changed. The mobile units originally had eight-hour days and offered four two-hour sections each day. This was changed in 1980 to six-hour days (three two-hour sessions) reducing the number of times in the day students could schedule trailer courses. Third, some schools changed their policies from allowing students in all high school grade levels to enroll to targeting enrollment eligibility at the eleventh and twelfth grade levels.

Table 32 presents data regarding enrollment in the programs during the 1979-80 school year. Students were mainly seniors and juniors. However, some schools allowed sophomores and freshmen to enroll in the programs. Since it took four and one-half years for a unit to return to a school, students in schools allowing only juniors and seniors to enroll had access to four programs; students in school allowing freshman and sophomores to enroll had access to eight programs. The average class size for all programs was 10 students per section with three sections per day. On the average each teacher served 28 students per day. Juniors and seniors had first priority for enrolling in programs followed by sophomores and freshmen. In some instances seventh and eighth graders were allowed to enroll if space permitted.

Table 33 shows the enrollment of adults in various evening courses during the 1979-80 school year. Administrative personnel reported that adult enrollment had declined since the beginning years of the multi-district.

Staff

Instructors in all courses were required to meet teacher qualifications set out in the State Plan for Vocational Education. For the agriculture teachers the following was required:

> "The secondary vocational agriculture instructor shall have completed at least twenty semester hours in education subjects, which shall include sixteen semester hours in agricultural education, including practice teaching in agriculture.
>
> The vocational agriculture instructor shall have a Bachelor of Science degree from a four-year college of agriculture approved by the State Board, or other institution offering training on the same level. Training shall include at least eight semester hours of farm shop and the hours of technical agriculture required by the institution for a degree with a major in agriculture.
>
> The vocational agriculture instructor shall have had at least two years' actual experience in agricultural occupations or farming after the age of fourteen, or be farm-reared.
>
> Limited certificates may be issued in specialized areas of instruction, based upon competency."

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Table 32. High school enrollments in programs in the Northwest Multi-District vocational education programs, 1979-80.

Program	Location 1st Semester 2nd Semester	Enrollment/Semester Secondary Students 12	11	10	9	M	F	Total
General Metal	McLaughlin	12	9	8	1	27	3	30
	McIntosh	13	8	8	7	32	4	36
Building Trades	Buffalo	9	11	0	0	16	4	20
	Bison	17	8	10	0	35	1	36
Electronics/ Electricity	Dupree	5	10	9	0	24	0	24
	Isabel	10	7	9	5	21	10	31
Quantity Foods	Faith	1	11	5	0	12	5	17
	Dupree	7	11	6	4	22	6	28
Auto Mechanics	Lemmon	16	13	0	0	28	1	29
	Buffalo	11	13	2	1	22	5	27
Ag. #1 Animal Science	Timber Lake	32	16	0	0	32	16	48
	McLaughlin	5	4	11	4	17	7	24
Health Occupations	McIntosh	8	4	13	5	3	27	30
	Lemmon	8	16	4	1	8	21	29
Sales/Distribution	Isabel	4	10	11	2	13	14	27
	Timber Lake	29	15	0	0	19	25	44
Ag. #2 Crop Science	Bison	16	8	6	3	29	4	33
	Faith	5	3	11	9	17	11	28
Totals	1st Semester	103	92	52	11	184	74	258
	2nd Semester	105	85	61	31	193	90	283

Source: Vocational director.

Requirements for quantity foods occupations teachers were:

> "The instructor shall be a high school graduate, or its equivalent, and shall have at least three years wage-earning experience over and above the learner's level in the trade he is to teach.
> He shall have such teacher training courses as approved by the State Supervisor in the specific area in which he proposes to teach.
> He must be eligible to satisfy the requirements of a limited teaching certificate."

One of the key problems in staffing the mobile unit programs was the high teacher turnover. One teacher commented that it would be almost impossible to have family responsibilities and move to a new community every four and one-half months. Of the nine original teachers, only one remained in 1980.

A travel allowance was provided to compensate teachers for the added expense associated with travel between the communities as the location of the trailers changed. It was reported that faculty in the nine member schools tended to resent this policy.

Teachers were paid according to a salary schedule adopted by the multidistrict board. The two vocational agriculture teachers were originally hired on 11-month contracts, but in 1980 these were

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Table 33. Adult evening program enrollment in the Northwest Multi-District vocational education programs, 1979-80.

Program	Location 1st Semester 2nd Semester	Enrollment/Semester Adult Evening Class
General Metals	McLaughlin	7
	McIntosh	9
Building Trades	Buffalo	7
	Bison	8
Electronics/ Electricity	Dupree	0
	Isabel	8
Quantity Foods	Faith	16
	Dupree	0
Auto Mechanics	Lemmon	9
	Buffalo	10
Ag. #1 Animal Science	Timber Lake	0
	McLaughlin	0
Health Occupations	McIntosh	11
	Lemmon	0
Sales/Distribution	Isabel	0
	Timber Lake	0
Ag. #2 Crop Science	Bison	0
	Faith	0
Totals	1st Semester	50
	2nd Semester	35

Source: Vocational director.

changed to 9-month contracts. Since teachers were employed by the multi-district board, they followed policies adopted by the board. Besides salary, the personnel policy provisions included medical insurance, sick leave, personal leave, and a policy on teacher evaluation.

Scheduling and Curriculum

The following courses were offered in the mobile units:

1. General Metals
2. Building Trades
3. Electronics and Electricity
4. Quantity Food Occupations
5. Auto Mechanics
6. Technical Agriculture Unit One: Animal Science and Range Management
7. Health Occupations
8. Sales and Distribution
9. Technical Agriculture Unit Two: Crop Science, Soils and Range Improvement.

When classes were scheduled in two-hour blocks four times a day, teachers did not have a preparation period. In 1980, when the schedule was changed to three two-hour sections per day, the

teachers in the mobile unit had one preparation period each day. Class schedules followed those of the school district in which the mobile units were located. The two-hour blocks caused scheduling problems in some schools. The administration in each school adapted its school schedule to fit with the two-hour blocks required for mobile unit courses. They also assisted the mobile unit teachers with discipline and other instructional needs. Although multi-district teachers were excused from extracurricular duties, they occasionally became involved in some of these activities. Some mobile unit teachers taught adult evening classes. They were required to do all of their own custodial work.

Transportation

No student travel was required in this pattern since the mobile units were parked adjacent to the school buildings. Rather, facilities and teachers were transported. The mobile units were transported by the multi-district vocational administrative staff and the instructors. Teachers provided their own transportation to the mobile unit. Teachers either moved their residence every semester, commuted from home, or maintained a permanent home and moved to a temporary residence when the trailer was far from their home.

Students

About 85 percent of the students were Caucasian and 15 percent were Native Americans. In the 1978-79 school term, 25 of 475 students beginning courses dropped out of the programs. Four of these were in agricultural technology unit one, three in agricultural technology unit two, and none in quantity foods occupations. The reasons given for dropping out included lack of interest, scheduling problems, school failure, and moving out of the community. Ten of the 25 students also dropped out of their local high schools.

A survey of school district students and parents was conducted in 1979. About 87 percent of the students returning surveys indicated they would enroll in a program of interest to them if it were available. Almost 25 percent of the students surveyed expressed an interest in auto mechanics, 13 percent were interested in quantity foods, and 12 percent were interested in sales and distribution. The health occupations program received the least student interest. About 58 percent of the students favored combining the two agriculture programs and adding a new occupational program. When given a choice of new programs, students ranked computer operator/programmer as their first choice and drafting/architecture second.

Perceptions of School Personnel and Community Members

This section presents a wide range of viewpoints regarding the delivery mechanism. These viewpoints were gathered by the researchers as they interviewed administrators, teachers, board members and citizens during a two-day visit to six schools in the multi-district.

One viewpoint was that the multi-district was first seen as a move toward forcing school consolidation but that it had had the opposite effect because it had provided schools an opportunity to expand and strengthen their offerings.

One resident said the continual movement of teachers between school districts was a disadvantage.

Residents throughout the multi-district appeared to be well-informed about the mobile units. They knew that vocational education was taught in these units and that the units moved from school to school.

Several individuals also observed that students did not have the opportunity to enroll in all of the programs because a program was offered every four and one-half years in a school. Students in smaller schools had a better chance at getting into more of the programs. In larger schools the mobile unit programs competed for students with the industrial arts, consumer home economics, business, and (in the case of Lemmon) agriculture programs offered in the regular high school program.

Mobile unit teachers interviewed noted that there was little interference with the students' home school participation because the units were located at the school sites and no time was lost in

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transportation. They also felt it was easy to schedule field trips because of the two-hour block of time for class and the fact that they only had to work with the staff and administration of one school.

Lemmon was the only school that provided both vocational agriculture and home economics courses on its own. Although several of the other eight schools offered consumer homemaking programs, they indicated that they would have difficulty funding agriculture and occupational home economics programs in their home schools.

One resident viewed use of the mobile units for adult classes, the catering and restaurant services provided to communities by the food occupations program, the community buildings built by the building trades class, and the mechanics services provided by motor maintenance classes as strengths of the mobile units. This resident stated that people in the community viewed the programs as well worth the money.

Summary

In summary, the center mobile facilities variation for delivering vocational education to secondary students in the rural areas of northwestern South Dakota had a number of positive features and a few disadvantages. Characteristics of this pattern resulted in both advantages and disadvantages.

For example, because the mobile unit was adjacent to the high school building, class period length and beginning and ending time could be tailored to the schedule of the school at which the unit was located. On the other hand, the two-hour time block required for mobile unit programs introduced scheduling problems and reduced flexibility in school district schedules already limited by student body and staff size. The offering of three sections of the mobile unit programs aided the scheduling process and offset these problems to some extent.

A second characteristic of the mobile unit pattern which offered both advantages and disadvantages had to do with integration of the mobile unit teachers into the activities and structure of the school district faculty. Mobile teachers were able to eat lunch and attend faculty meetings with school district faculty--an advantage in establishing communication patterns and building a perception of the vocational mobile unit programs as an integral part of the school district program. On the other hand, since mobile unit teachers were only in the school district for a semester, it was difficult for them to take assignments and to participate in activities and events which evolved over the entire school year.

A similar situation existed with respect to mobile unit faculty-student relationships. Mobile unit teachers indicated that the two-hour periods and the type of interaction they were able to have with students in the vocational curricula allowed them to become well acquainted with their students. Yet, they were frustrated by having to leave after engendering enthusiasm for their subject among students during their four-and-a-half month stay.

Advantages of the mobile facilities center were several. It provided a range of courses in several occupational areas to students who otherwise would have had extremely limited exposure to vocational education. Also, the mobile system was very convenient; students did not have to travel and could fit the courses into their schedules because there were three sections each day. Further, students had an opportunity to work with modern, up-to-date equipment which probably would not have been available in their regular school program.

Disadvantages of the mobile facilities cooperative arrangement included high start-up costs, the necessity for outside federal, state, or other monies, the requirement for teacher relocation every semester which appeared to have resulted in a high teacher turnover and which could affect program effectiveness, and the difficulty of providing vocational youth organizations in semester-long programs that rotated on a four and one-half year schedule.

Other seemingly influential factors appeared to be less connected to the mobile unit pattern variation than to the particular setting and situation in the Northwest Multi-District. First, the administrative team appeared to exert strong leadership and to maintain structures that allowed a great deal of input by individual school districts into decisions and system design. A sense of mutual ownership and participation by school districts was very apparent in discussions with both

multi-district staff and school district personnel. Second, students were carefully selected for the mobile unit programs, and the programs were not used by the school districts as a way to shed responsibility for problem students. Since school districts provided administrative support in student behavior problem situations, there was little incentive for the districts to enroll students any differently than they would in their school district programs. In general, the programs seemed to be viewed by school district personnel and the community with respect and high regard.

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CHAPTER V

CONSUMER HOMEMAKING PROGRAM

A brief summary of the consumer homemaking programs in five of the high schools participating in the Northwest Multi-District is presented in this section. Only one of the six schools visited in the study did not have a consumer homemaking program. This school was Isabel. The school district home economics programs are described here to reveal differences and similarities in relation to the center home economics program and also to clarify the relationship the center home economics program had with the school district-sponsored programs. While the school district programs were consumer-focused and had no legal or official connection to the multi-district mobile unit programs, some did have various kinds of relationships to the mobile units. For example, some teachers felt the quantity foods occupations mobile unit duplicated some programs at their school. One teacher stated that she lost home economics I or II students to the quantity foods program the first time it came to her school but not the second time. The teacher also stated that after the mobile unit had been around the second time she and the foods occupations teacher began to function as a two-teacher department for the semester that mobile unit was in the school district.

Size

The consumer homemaking courses offered by the five schools are summarized in Table 34. The number of consumer home economics courses offered ranged from one at Dupree to nine at Lemmon. Enrollment in consumer home economics courses ranged from 10 to 34 and included both males and females.

Facilities And Equipment

Home economics facilities varied among schools. Generally, the facilities were in the older sections of the school buildings; however, in some schools the home economics programs were located in a newer addition. Each program contained kitchen, sewing, and classroom facilities. Table 35 presents the amount of space in each consumer home economics department.

In general teachers indicated they would like more space, especially for storage. They indicated that generally their equipment, which included kitchen ranges, refrigerators, washer-dryers, sewing machines, dishwashers and microwave ovens, was adequate. They had both new and old sewing machines, but many felt they needed more. The schools provided three to five kitchen stations with generally old but serviceable and usable equipment.

Finances

Teachers said they had adequate financial resources to conduct their programs. Several expressed concern that financial resources could become a problem in the future. Most felt they were able to take field trips and make reasonable purchases for supplies and equipment.

Management

Each consumer home economics department appeared to be well-managed. Though the facilities were not new, they were orderly and well-organized. The programs were attracting student enrollment at a reasonable level.

Table 34. Number of students enrolled in consumer home economics courses offered in five of nine Northwest Multi-District member schools, 1979-80.

School District	Course Title	Enrollment M	F	Total
Dupree	Homemaking I (first year of program)	4	30	34
McIntosh	Home Economics I	8	22	30
	Home Economics II	3	12	15
	Home Economics III	3	14	17
	Individual Living	10	0	10
McLaughlin	Single Living	13	0	13
	Home Economics I			
	Home Economics II			30
	Home Economics III			
Faith	Home Economics I	10	15	25
	Home Economics II	0	10	10
	Home Economics III	1	9	10
	Home Economics IV	5	10	15
	Independent Living	(offered once every 2-3 years)		
Lemmon	Family Living	14	16	30
	Bachelor Living	10	7	17
	Home Economics I	0	20	20
	Home Economics II	0	11	11
	Textiles & Tailoring	0	14	14
	Creative Stitch	0	12	12
	Interior Design	4	16	20
	Home Economics III	0	12	12
	Junior High	5	21	27

Source: Home economics teachers.

Staff

All consumer home economics programs were taught by qualified teachers. The teacher in McIntosh was employed full time in the secondary school for nine months plus 10 days of extended employment. She had 22 years of teaching experience including 13 years in her present position. She served as the Future Homemakers Association (FHA) advisor and junior class sponsor and spent summers working at a 4-H camp. She taught year-long courses in home economics I, II, and III. She also taught "Independent Living," a semester course, twice a year. She was assigned to a study hall one semester a year and had a preparation period each day.

At Dupree, the home economics teacher was employed full time on a nine-month basis. She had taught two years and was in her first year at Dupree. Since this was the first year the consumer homemaking program was being offered, she taught five sections of homemaking I, and had one preparation period and one study hall period. She was the FHA advisor and junior class sponsor.

At McLaughlin, the consumer homemaking teacher was employed full time on a nine-month basis. The McLaughlin teacher had 30 years of teaching experience, 27 in her present position. She taught three year-long home economics courses (home economics I, II and III, grades 9, 10 and 12), and a semester course entitled "Single Living" which was offered each semester. She also supervised a study hall and served as the FHA advisor.

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Table 35. Square footage of classroom and laboratory facilities for consumer home economics programs.

School District	Facility Space	
	Classroom	Laboratory
	Ft.^{2}	Ft.^{2}
Faith	677	0
Lemmon	1,320	600
Dupree	Not available	-
McIntosh	800 (est.)	-
McLaughlin	1,330	-

Source: Home economics teachers.

The consumer homemaking teacher at Lemmon was employed full time for nine and one-half months (two weeks of extended employment). She had five years of teaching experience, all in the Lemmon Public Schools. She taught four year-long courses, home economics I (two sections), II, III and the junior high (grades seven and eight) home economics course. In addition, she offered five semester courses, family living, bachelor living, textiles and tailoring, creative stitch, and interior design. She taught six periods per day and served as the FHA advisor.

Materials

The teaching materials available for the consumer homemaking varied among the five schools. At Dupree there were no teaching resources at the school when the teacher arrived. The teacher at Faith shared books and resources with the Dupree teacher. The teacher brought her personal books to Dupree and was able to purchase two sets of books at the beginning of the year. She planned to purchase additional materials and utilize a film service from the Northwest Multi-District.

The teacher at McIntosh shared nutrition materials with the elementary school and consumer-buying materials with the sociology classes. She felt there were adequate materials for teaching and hoped to maintain and replace materials in the future.

The teacher at McLaughlin felt her materials were adequate and planned to purchase additional materials, although she predicted increasingly scarce resources for materials purchase in the future. She felt that sharing materials with other courses and teachers was a good way to get more mileage from materials.

The teacher at Lemmon was concerned about available home economics textbooks. She also felt a need for more audiovisual materials. In the future she planned to replace some materials and make additional purchases.

The teacher at Faith felt she had excellent teaching materials. Her only plan was to continue to purchase additional materials.

Scheduling And Curriculum

Teachers reported that the purposes of the consumer homemaking program were wide ranging and included (1) to prepare students to enter work in the home and/or as a wage earner by teaching basic skills in food preparation, clothing construction, basic home decorating and child care, (2) to

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serve advantaged as well as disadvantaged students, (3) to provide career exploration, and (4) to include consumer education as a part of all units in the program.

Teachers seemed to differ greatly over which factors seem to be the most influential in making curriculum decisions. Factors which were reported most influential in curriculum decisions were:

(1) Community values, norms and conditions;

(2) Textbook content and reference materials;

(3) Instructor knowledge of subject matter;

(4) Instructor interest;

(5) Students' future plans for lifelong work;

(6) Facilities and equipment available;

(7) Student interest; and

(8) State curriculum guide.

Community values, norms, and conditions appeared to have a heavy influence on curriculum planning. Teacher-oriented factors (those which reflect available resources and teacher knowledge and interest) ranked second in priority. The third set of factors which influenced curriculum planning were those which were more student-centered.

Each school seemed to be able to schedule additional sections of the basic consumer home economics courses if the enrollment was large. Teachers in programs offering semester home economics foresaw change to full-year courses. Teachers commented on their difficulties in providing opportunities in Future Homemakers of America (FHA) to their students. These difficulties included full school calendars which produced conflicts in students' schedules and competition for students' time, the fact that the state meetings were held in the more densely populated sections of the state making attendance expensive for students from this area of the state, and difficulty in scheduling evening activities because of the long bus rides and great distances students had to travel. One teacher indicated that males were members of FHA and were involved in numerous activities. Another teacher commented that students' sports activities left little time for FHA.

Students

The ethnic mix of the students who took home economics varied somewhat among the five schools. The proportions were about 50 percent Caucasian and 50 percent Native American in McLaughlin, 65 percent Caucasian and 35 percent Native American in Dupree, 90 percent Caucasian and 10 percent Native American in McIntosh, and 98 percent Caucasian and 2 percent Native American in Faith and Lemmon. While these proportions reflected the total school population ethnic composition in these districts, in some instances a somewhat greater proportion of Native American students enrolled in home economics than was reflected in the total school population.

According to the teachers, students were not future oriented and only a few students had long-range goals. Teachers generally agreed that marriage and homemaking were fairly prominent goals for some students. Though parents indicated that students were free to decide where they would live in the future, teachers noted that many students tended to marry and stay within the community.

In most schools, the majority of the students lived in the rural areas rather than in the towns.

Perceptions of School Personnel And Community Members

Community members felt that the major strengths of the consumer home economics programs were (1) that the boys were learning to take care of themselves, (2) that all aspects of life were covered, (3) that the equipment was up to date. Businesses in the communities frequently gave

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students discounts on supplies they needed to purchase for consumer homemaking classes. Community members attended events sponsored by the home economics departments and were generally supportive of home economics activities.

All teachers felt they had strong administrative support. They felt that if administrators had more funds their programs would get a share.

Summary

Five of the six schools visited by the researchers had consumer homemaking programs. The program had been in existence for a long time in most schools but was just being started in Dupree. The curriculum was fairly standard in each of the schools with home economics I, II, III and IV all year-long courses. In addition, courses in single living, bachelor living, or independent living were offered on a semester basis by most schools.

In general there appeared to be strong community and administrative support for the programs. Although teachers were anticipating tight budgets, they felt that support for their programs was still positive.

Curriculum decisions seemed to be community and teacher-centered. Factors such as student interest were not as primary in the decisionmaking process.

CHAPTER VI

OCCUPATIONAL HOME ECONOMICS PROGRAM

History

In 1974, when the fourth, fifth, and sixth mobile units were added to the the Northwest Multi-District program, the quantity foods occupations program became one of the offerings. The major purpose of the course was to help students explore food service occupations. The following general program objectives were identified:

1. To provide students with the opportunity to explore various occupations available in the food service industry.

2. To enable students to develop skills in baking, cooking, salad making, meat cutting, and waitressing for job-entry or further training.

3. To assist students in the development of positive work attitudes and personal traits for succeeding in selected occupations.

4. To provide students with a working knowledge of nutrition in planning restaurant menus.

5. To provide students with skills in all areas of restaurant operation.

6. To provide students with necessary safe working skills in quantity foods preparation.

7. To provide students with an opportunity to demonstrate their skills in activities similar to actual operation of a restaurant open to the public.

Size

The number of students enrolled in the quantity foods occupations program varied depending on the size of high school and the grade level of students allowed to enroll. Data in Table 32 indicate a 1979-1980 enrollment of 17 at Faith during the first semester and 28 at Dupree for the second semester. Faith had an enrollment of 1 senior, 11 juniors, 5 sophomores, and no freshmen. Twelve males and 5 females were enrolled at Faith. Dupree enrolled 7 seniors, 11 juniors, 6 sophomores, and 4 freshmen. Twenty-two males and 6 females were enrolled in the course at Dupree. In contrast, 34 students (4 males and 30 females) enrolled in the consumer homemaking program at Dupree and 60 students (44 females and 16 males) enrolled in the consumer homemaking courses at Faith (Table 34).

Facilities and Equipment

The quantity foods occupations course was held in a 14' x 60' mobile trailer with 840 square feet of floor space. The unit had three separate areas: a classroom (294 square feet), equipped with tables and chairs and arranged like a restaurant, a laboratory/food preparation area (434 square feet), and a small office (48 square feet). The unit was parked about 100 feet behind the Dupree High School at the time of this study.

The laboratory/food preparation area was described by the teacher as adequate for the target enrollment of 12 students per class. The restaurant area was not large enough for the number of customers, according to the instructor. To relieve the crowded dining area, a walk-up window was installed so that customers could carry out food. More storage space was needed; however, future plans for the mobile unit were to maintain the present space.

The mobile unit was not shared with any group in the Dupree schools or in the community. The teacher felt that the equipment, which consisted of an upright freezer, convection oven, grill, deep fryer, steam kettle and table, microwave oven, and dishwasher, was adequate. There was a problem with attempting to add equipment because space in the preparation area was very limited. The teacher felt a need for a cash register, new carpeting in the classroom/restaurant area, an ice machine, a vacuum cleaner, and a food processor. The teacher maintained the equipment in the mobile unit.

Finances

The original cost of the trailer including equipment was $52,745.77. The annual cost of the program was $15,890 (including salary, travel, equipment, and supplies) of which 44.21 percent was reimbursed. Consequently, the program cost the multi-district $8,865. This was offset to an extent by income generated from the restaurant.

Management

The instructor had full responsibility for teaching the course. He was supervised by the Northwest Multi-District administrative staff. He also was given support by the Dupree High School principal in handling discipline or student problems. Student discipline was not a problem for the teacher. He indicated that five students had dropped the course on the first day since they were not allowed to chew tobacco in the mobile unit.

The teacher scheduled tours through the mobile unit for elementary students so they could see a restaurant in operation. The elementary students were served cookies and a soft drink while on this tour. The restaurant was not available to high school or elementary students during the noon break. Loitering in the restaurant was a problem that was eliminated by making it "off limits." This decision was made cooperatively by the Dupree school administration and the teacher.

Staff

One secondary occupational teacher was employed by the Northwest Multi-District to teach the quantity foods occupations course. The teacher had a degree in home economics education from South Dakota State University and two years of teaching experience, all in the present position. He was employed full-time for 200 working days. His position was considered to be 100 percent vocational education. The previous quantity foods occupations teacher did not have a major in home economics education but had industry experience.

The teacher had three classes, each two hours long. The teacher indicated that considerable supervision time was required to operate the restaurant. The teacher reported that long hours were a disadvantage of the job.

The teacher also had an opportunity to teach adult classes in the multidistrict schools. Topics that had been taught to adults included meat cutting, cake decorating and microwave cookery. The teacher was developing six units in which adults had expressed an interest.

The teacher stated that getting to know other teachers in the school was a problem. Since the unit was moved to a different school each semester and was also unattached to the school building, extra effort was required to make contact with other teachers in the high school. The teacher went to the teachers' lounge, played volleyball with the teachers and tried to mix with them as much as possible.

Materials

The availability of teaching materials seemed to be a problem for the teacher. Some textbooks, cookbooks, and nutrition information were shared with the consumer homemaking teacher in the school. Adequate numbers of new textbooks had just been purchased. The teacher reported difficulty in finding books because they were either too simplistic or too advanced. The teacher also expressed a desire to have additional teaching resources and recipe booklets and planned to add small amounts of teaching materials such as filmstrips and slides each year.

Scheduling And Curriculum

The schedule was set for each mobile unit when it came to a school. In Dupree the schedule presented in Table 36 was followed each day:

Table 36. Quantity foods occupations program schedule at Dupree.

Period	Minutes/ Period	Courses and Activities				
		Monday	Tuesday	Wednesday	Thursday	Friday
1 2	50 50	Quantity	Foods	Section #1 -->	-->	--> --> -->
3 4	50 50	Quantity	Foods	Section #2 -->	-->	--> --> -->
		Lunch				
5 6	50 50	Quantity	Foods	Section #3 -->	-->	--> --> -->
7	45	Preparation Period		--> -->	--> -->	--> --> -->

Source: Quantity foods occupations teacher.

The quantity foods occupations program was an 18-week course meeting two hours per day, five days per week. The course had six basic units:

1. Safety
2. Sanitation
3. Nutrition
4. Measurements
5. Food Preparation
   a. Batter and doughs
   b. Meats, poultry and fish
   c. Milk, eggs
   d. Fruits
   e. Vegetables
   f. Salads
6. Restaurant Operations
   a. Waiter/waitressing
   b. Cashiering

Projects incorporated in the course included the operation of a restaurant, open to the public, in the mobile unit for two weeks, and the catering of at least one banquet meal such as a community organization supper, athletic conference dinner hosted by the local school, church dinner, or a chamber of commerce meeting.

The quantity foods occupations course had three levels of instructional activities. The first weeks, referred to as level one, comprised the following 14 units of instruction:

Unit One	Student questionnaire
Unit Two	Safety pledge
Unit Three	Unit rules

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Unit Four	4 week, level one course outline
Unit Five	How to study units in quantity foods course
Unit Six	Occupational interest survey (filmstrips series)
Unit Seven	Safety studies
Unit Eight	Sanitation studies
Unit Nine	Cleaning studies schedule
Unit Ten	Measures and weights
Unit Eleven	Hand tools and equipment
Unit Twelve	Heimlich manuever film
Unit Thirteen	Introduction to equipment operation
Unit Fourteen	Student progress evaluation

The next eight weeks, referred to as level two, had seven units:

Unit One	Fruits and fruit preparation
Unit Two	Vegetables and vegetable preparation
Unit Three	Salad technology
Unit Four	Protein cookery, meat, fish, and poultry
Unit Five	Protein cookery, eggs, milk, and milk products
Unit Six	Starch cookery
Unit Seven	Batters and doughs

The final five or six weeks of the course focused on nine required units and seven optional units that included methods of food preparation plus other miscellaneous skills in the food preparation business. These units were outlined as follows:

Required Units:

Unit One	Breakfast
Unit Two	Luncheon
Unit Three	Sandwich
Unit Four	Grill cooking
Unit Five	Fry cooking
Unit Six	Salad preparation
Unit Seven	Waiter/waitress
Unit Eight	Customer/employee relations
Unit Nine	Menu design and planning

Optional Units:

Unit One	Advanced food service
Unit Two	Product control-purchasing-inventory
Unit Three	Cashiering-host/hostess
Unit Four	Meat cutting - advanced
Unit Five	Cake decorating
Unit Six	Diets and dietary planning
Unit Seven	Restaurant planning and management

Factors reported by the instructor to have a great deal of influence on determining what to teach were:

1. Instructor interest
2. Knowledge of subject matter
3. Facilities and equipment available
4. Advisory committee
5. Community values, norms and conditions
6. What the past instructor taught
7. Instructor's work experience in foods

The instructor commented that the advisory committee was particularly useful in providing information about what a restaurant employee needs to know. He also saw himself as having a great deal of control over what he chose to teach.

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Factors designated as having some influence on curriculum content were:

1. Students' future plans for lifelong work
2. Textbook content and reference materials
3. Administrative decree

Factors that had little influence on curriculum content were:

1. Suggestions from parents of students
2. State, district, or school curriculum guides
3. Type of industry/business in the community
4. Contests students would enter
5. Standardized tests students would take

There was no student organization such as HERO or FHA for the students enrolled in the foods occupations course. The teacher felt it was too difficult to keep an organization going since it would only be a part of the school for one semester. The teacher reported that only one percent of the students were members of the FHA chapter in their respective schools.

Plans for the future included using the present curriculum and adding content about restaurant management (waiter-waitressing, cashiering, advertising, and pricing).

Students

Since the mobile unit came to a school once every four and one-half years, none of the present students had previously enrolled in the program. Students in Dupree did not have a consumer homemaking course prior to enrolling in the quantity foods occupations course, though some may have been enrolled concurrently. The teacher pointed out that in some schools students may have three years of consumer homemaking courses while others had none. This varied background did cause the teacher some problems in meeting students' diverse needs. There did not appear to be a conflict between the consumer homemaking teachers and the occupational foods teacher regarding attracting students to a particular program.

Approximately 80 percent of the students enrolled were Caucasian and 20 percent were Native American. There were no special needs students in the program. About 36 percent of the students lived in the small town of Dupree and about 64 percent were from the rural or country area.

The instructor stated that in most of the nine schools the enrollment had been about 50 percent males and 50 percent females. In the last two semesters the teacher had experienced a large increase in the number of males taking the course. The teacher felt that males wanted to know the basics of food preparation because they were bachelors.

One major problem was a lack of information about the course. Since the course came to a school once every four and one-half years, students did not know what to expect from it. A brochure was being prepared which would be sent to schools in advance of registration so that students would know more about the course before registration.

Perceptions Of School Personnel And Community Members

The state vocational education staff perceived that the foods program was popular. They did not sense that there was competition between consumer homemaking programs and the occupational program because the programs served different students and because students tended to take both the occupational course and consumer homemaking. The restaurant operation associated with the foods trailer was reported to have started in Bison where there was no local restaurant.

The state staff felt that vocational exploration and prevocational training were the main thrusts in trailer programs because time was too short in a semester for in-depth skills development. Some students entering the military were reported to have used their high school preparation in the foods area.

In Timber Lake, a resident stated that the school board was actively searching for ways to bring home economics to their students. This person was undecided as to whether or not the present

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system was an excellent way of delivering the program. This resident felt that the multi-district system made it possible to have a program which otherwise would not be feasible. A resident in another community felt this system was an excellent way to provide a home economics program. Another community resident was concerned that keeping teachers was a problem because the teacher either must move each semester or commute to the trailer.

Two administrators viewed the foods occupations course as restaurant small business training rather than home economics subject matter. One principal stated that the program required an instructor who was business-oriented and acquainted with the restaurant trade. Two principals felt the course did not train for specific jobs. Other administrators said the program was exploratory, gave the students a taste of business, and presented career alternatives to students. Another administrator felt that the quantity foods course was well-liked by students.

A counselor in one of the schools stated that quantity foods presented a scheduling problem because students wanted courses in the regular school schedule too. Since the course was only offered every four-and-one-half years the counselor indicated schedule adjustments had to be made. Another counselor indicated that very few students continued in foods occupations in post-secondary vocational schools but there that were employment opportunities in the area.

Summary

The quantity foods occupations course appeared to be well-received by the students, administration, boards of education, counselors, parents, and consumer homemaking teachers. Students enrolling in the course had a wide range of prior experience, from three years of consumer homemaking courses to no previous course work in home economics. This varying experience presented some problems for the teacher. Student enrollment was not at the maximum possible. Recruiting students was a problem since the course only came to a school every four-and-one-half years, and there was no carryover from previously enrolled students. The facilities were excellent and well-kept and contained equipment one would find in a modern restaurant. The unit had access to financial support that allowed for adequate program operation. The facility was well managed.

Staffing the program was a problem. Movement of the unit each semester posed a problem for the teacher who must move or commute over large distances. Teacher qualifications tended to influence the nature of the course.

Scheduling three two-hour sections throughout the school day created conflicts with the school's schedule for other classes. Consequently, students at Dupree from all high school grade levels were allowed to enroll in some schools.

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CHAPTER VII

VOCATIONAL AGRICULTURE PROGRAM

History

Of the nine schools in the Northwest Multi-District only Lemmon had vocational agriculture as a part of its regular curriculum. Since the entire area was heavily oriented to farming and ranching, and 40 percent of the students surveyed indicated they planned to become involved in agriculture in the future, the staff, advisory committees, and executive boards decided to have two of the nine mobile units offer agriculture courses. The first agriculture unit was purchased in the 1974-1975 school year and was the sixth unit in the multi-district system. The second agriculture unit was purchased in the 1975-1976 school year and was the ninth trailer unit added to the offerings. The units in this report will be identified as unit one (plant and soil science) and unit two (animal science and range management).

Size

Unit one, which was located at McLaughlin at the time of this study, enrolled 29 males and 16 females. Unit two was located at Faith and had an enrollment of 17 males and 11 females. The programs were open to students in grades 9 through 12 in these schools.

Facilities And Equipment

Each 14' x 60' unit had about 750 square feet of classroom space and 90 square feet of office space for the teacher. The trailer was parked on a concrete pad (provided by the local school district) adjacent to the school. Electrical and water hookups were available at each site. There was no laboratory, shop, or greenhouse space in the trailer. Ranches and farms in the area served as land laboratories.

Both trailers were well-equipped with teaching resources. There was an adequate supply of reference books, bulletins, current periodicals, filmstrips, slides, models, tools, and materials essential for instruction in each of the agricultural subject areas.

Finances

The unit one program cost $38,583.80 and the unit two program cost $42,663.00. Each teacher was employed by the Northwest Multi-District and devoted 100 percent time to vocational agriculture. Teachers were paid $1000 above the salary schedule as compensation for travel and additional moving costs plus $300 for summer travel associated with the job. The financial support for each unit seemed to be very adequate. Teachers indicated their programs were well-supplied and well-maintained. The cost of operating the two programs was $30,299 (salary, travel, supplies, and equipment), of which 44.21 percent was reimbursed by the state, leaving the multi-district with a cost of $16,904.

Management

Each unit was orderly and organized. The Northwest Area Schools advisory council served as the advisory committee for the vocational agriculture programs. The council met twice a year.

Staff

Two full-time vocational agriculture teachers were employed in the mobile unit vocational agriculture programs. These teachers were responsible for the secondary program and an adult

program at each school. The teacher in unit one was completing his first year of teaching. He was a vocational school graduate and was teaching under a temporary license. He had 20 years of non-teaching work experience. The teacher in unit two was a graduate of South Dakota State University with degrees in animal science and agricultural education. She was from the Lemmon area and was very familiar with the farming and ranching enterprises in the area. She had two years of teaching experience in the multi-district. She indicated it would be very difficult to be married and teach in this system because of the requirement to move every semester. The teachers were employed on a nine-month basis. At one time the teachers were employed on a 12-month basis to cover the summer segment of students' supervised occupational experience programs. However, the difficulty in developing long-range supervised experience programs when the teacher was present for only one semester resulted in teachers receiving lump sum payments for any summer work required in these programs.

In addition to the teaching responsibilities, the teachers served as Future Farmers of America (FFA) advisors and supervised students' occupational experience programs. The teacher at Faith also was the baton twirling instructor, rodeo club advisor and had hall duty at noon.

The Lemmon High School vocational agriculture teacher stated that when one of the agriculture units was located in Lemmon, they tried to function as a two-teacher department. Since the teachers in the mobile units were specialized, they planned their curriculum activities for the semester so that the mobile unit programs complemented rather than conflicted with the Lemmon agriculture program.

Materials

The teaching materials in the unit programs were excellent. Each unit was well-equipped with reference books, bulletins, periodicals, filmstrips, slides, models, tools (crops, soils and livestock management), and teaching resources.

Scheduling and Curriculum

In unit one the following objectives guided the program:

1. To provide students with the opportunity to explore various occupations available in production agriculture or related fields.
2. To enable students to develop job-entry skills for further agriculture-related employment and/or training.
3. To assist students in the development of positive work attitudes and personal traits for succeeding in selected fields.
4. To give students a basic understanding of the science of agriculture - plants and soils - that will be beneficial in any agriculture occupation.
5. To provide students with the opportunity to participate in a summer supervised occupational experience program.
6. To provide students with the opportunity to develop qualities of leadership that are desired in a responsible citizen.
7. To provide students with the opportunity to participate in field trips, tours, contests, and laboratory experiments.
8. To enable students in developing an understanding of range management and agriculture finance.

Unit Two had the following program objectives:

1. To provide students with the opportunity to explore various occupations available in production agriculture or related fields.
2. To enable students to develop job-entry skills for further agriculture related employment and/or training.

3. To assist students in the development of positive work attitudes and personal traits for succeeding in selected field.

4. To give students a basic understanding of the science of agriculture - animal - that will be beneficial in any agriculture occupation.

5. To provide students with the opportunity to participate in a summer supervised occupational experience program.

6. To provide students with the opportunity to develop qualities of leadership that are desired in a responsible citizen.

7. To provide students with the opportunity to participate in field trips, tours, contests, and laboratory exercises.

8. To enable students in developing an understanding of range management and agriculture finance.

Unit one operated within seven 57-minute class periods five days per week. The teacher taught three two-hour sections each day and had one preparation period.

Unit two was scheduled in seven 50-minute class periods five days per week. The teacher was scheduled to teach three two-period sections each day and had one preparation period.

In Unit one, the program followed the Oklahoma curriculum model. Unit two seemed to have developed a curriculum around the needs of students and the farming and ranching situations in the area. The course outline for unit one was as follows:

Unit I	Plant science terms and basic understanding SOEP and FFA
Unit II	Plant growth and reproduction: germination and moisture testing
Unit III	Seed selection: dockage, test weights, and pure live seeds
Unit IV	Land preparation: tillage, planting, and drill calibration
Unit V	Chemical weed control: weed and weed seed identification and sprayer calibration
Unit VI	Plant insect control: insect identification
Unit VII	Plant diseases: plant disease identification
Unit VIII	Specific crops: corn, wheat, and barley; crop seed identification and crop judging
Unit IX	Harvesting: harvest losses and operation of machinery
Unit X	Marketing crops: sales and operating the futures market

SOILS

Unit I	Elementary study of soils: texture of soils, permeability, and determining slopes
Unit II	Land judging
Unit III	Fertilizers: application of fertilizers: methods, costs and rates
Unit IV	Soil sampling: taking soil samples and soil testing
Unit V	Legal land descriptions: county maps
Unit VI	Soil conservation service: resource people and programs
Unit VII	Ag. stabilization and conservation service: resource people and programs
Unit VIII	Soil conservation practices: terraces, drainage, and farming practices
Unit IX	Elementary study of range plants: plant identification and range judging
Unit X	Range improvement: range renovation and stocking rates
Unit XI	Establishing and improving tame pastures: range seeding
Unit XII	Ag. finance

The course outline for unit two was as follows:

Unit I	Introduction to careers in animal science and range management
Unit II	Range mangement (3 weeks)
	A. Plant classification and anatomy of parts
	B. Plant identification
	C. Poisonous plants

D. How plants grow and reproduce
E. Range sites and soil textures

Unit III — Beef cattle production (4 weeks)
A. The beef industry - breeds
B. Selection of breeding and feeding stock
C. Feeding and management of the breeding herd
D. Feeding and management of stockers and feeders
E. Buying and selling beef cattle
F. Disease and parasite control
G. Judging
H. Beef cattle housing

Unit IV — Swine production (2 weeks)
A. The pork industry - breeds
B. Selection of breeding and feeding stock
C. Feeding and management of the breeding herd
D. Feeding and management of growing-finishing pigs
E. Marketing hogs
F. Disease and parasite control
G. Judging
H. Swine housing

Unit V — Sheep production (2 weeks)
A. The sheep industry - breeds
B. Selection of breeding and feeding stock
C. Feeding and management of the flock
D. Feeding lambs
E. Marketing sheep and wool
F. Disease and parasite control
G. Judging
H. Sheep housing

Unit VI — Horse production (2 weeks)
A. The horse industry - breeds
B. Selection and breeding
C. Nutrition and feeding
D. Care and management
E. Training and showing
F. Disease and parasite control
G. Judging
H. Horse housing

Unit VII — Dairy production (1 week)
A. The dairy industry - breeds
B. Selection of breeding stock
C. Feeding and management of the producing herd
D. Feeding and management of young dairy stock
E. Marketing dairy products
F. Disease and parasite control
G. Judging
H. Dairy housing

Unit VIII — Poultry production (1 week)
A. The poultry industry - classes and breeds
B. Selection of chicks and birds for production
C. Feeding and management of the laying flock
D. Feeding and management of young chicks
E. Marketing poultry products
F. Disease and parasite control
G. Judging
H. Poultry housing
I. Turkey production and management

Unit IX — Other areas (2 weeks)
A. Super ovulation and ova transplants
B. Pregnancy testing
C. Artificial insemination
D. Genetics
E. Agriculture finance
F. Futures markets and hedging

G. Market grades and yield grades
H. Conservation and wildlife
I. Career awareness

The adult course outline that was utilized by the teacher in unit two was as follows:

Animal Science And Range Management For Adults
(A Series of Ten Two-Hour Class Meetings)

Topic	I.	Ag. financing
Topic	II.	Artificial insemination
Topic	III.	Pregnancy testing
Topic	IV.	Veterinary visit (range diseases - sheep, horses, & cattle)
Topic	V.	Ration formulation
Topic	VI.	Ag. net (least cost rations)
Topic	VII.	Range management - soil conservation
Topic	VIII.	Futures markets - hedging
Topic	IX.	Feedlot management
Topic	X.	Cattle diseases

In each unit farms, ranches, farmers, ranchers and professional agriculturalists in the area were utilized by the teachers in conducting the secondary and adult programs.

In unit one, the teacher relied heavily on the following factors in determining what to teach:

(1) Students' future plans for life long work
(2) Textbook content and reference materials
(3) Type of industry/business in the community
(4) Instructor interest and knowledge of subject matter
(5) Administrative decree
(6) Community values, norms and conditions
(7) Students' supervised occupational experience programs
(8) State land types
(9) Transportation, field trips
(10) A curriculum guide developed cooperatively by the state and the multi-district.

The following factors had some influence on what to teach:

(1) Facilities and equipment available
(2) Advisory committees.

Factors which had little influence on the curriculum were:

(1) Curriculum guides
(2) Contests
(3) Standardized tests.

In unit two, the teacher relied heavily on the following factors in determining what to teach:

(1) Students' supervised occupational experience program
(2) Instructor knowledge of subject matter
(3) Instructor interest
(4) Type of industry/business in the community
(5) Students' future plans for life long work
(6) District or school curriculum guides.

The following factors had some influence on what to teach:

(1) Facilities and equipment available
(2) Contests students will enter
(3) Advisory committee ideas.

Factors which had little influence on curriculum decisions were:

(1) Suggestions from parents of students
(2) State curriculum guides
(3) Textbook content and reference materials
(4) Administrative decree
(5) Standardized tests students will take
(6) Community values, norms, conditions.

Students

The type of student enrolling in the vocational agriculture programs seemed to vary among the schools. In McLaughlin (unit one) about half of the students lived in town and half lived in the country. About half of the students were economically disadvantaged. The ethnic distribution of students in the programs closely paralleled that of the high school. In Faith (unit two) about 85 percent of the students lived in the country and 15 percent were from the town.

Both teachers indicated that they felt students had realistic career goals and that many were aiming for employment on farms and ranches in the area.

One instructor indicated that student discipline had improved during the school year. The other teacher did not report discipline problems with students.

Future Farmers of America (FFA) groups existed at Lemmon, in unit two at Faith, and to some degree in unit one at McLaughlin. The teachers indicated 40 percent of the unit one students and 100 percent of the unit two students were members. The multi-district paid a $3 membership per student in each mobile unit so that students could participate in contests. The state FFA made exceptions to certain eligibility rules so that students in the multi-district programs could participate in contests. A difficulty reported in maintaining FFA chapters in each school was the lack of advisors since the teacher moved each semester. Faith maintained a chapter after the trailer left the community with a community member serving as the advisor during the two years an agriculture unit was not at the school. High teacher turnover, low enrollments, and limited teacher contact appeared to restrict FFA development in the schools. Teachers found participation in leadership contests difficult to initiate. It was clear that the possibility for students to become American Farmer degree recipients or state FFA officers was remote.

Perceptions Of School Personnel and Community Members

South Dakota Department of Education staff supported the mobile unit concept. According to these individuals, vocational agriculture was being delivered to students who would not otherwise have the opportunity to participate in an agriculture education program. The state staff indicated that a unique feature for these students was that they had an opportunity to specialize in selected areas. As a result, students were extremely competitive in certain state contests.

Both teachers indicated they felt support from the community for their programs. They also reported that the multi-district staff provided excellent support and cooperation, but that support and cooperation from the local school districts varied from school to school. Students seemed to be generally satisfied with the program they were experiencing.

One school administrator, although very complimentary regarding the mobile unit programs, stated that if programs had to be cut, they would be the first to go. This administrator saw the agriculture programs as the main benefit of the multi-district system.

A parent stated that the field trips students took as part of the agriculture program were exceptional and viewed the knowledge students were gaining about animals as outstanding. This parent also felt the program should be permanent rather than an infrequent one-semester experience. This person observed that one semester did not give the teacher time to work with the serious students. Another parent felt that both boys and girls should benefit from the vocational agriculture program because they would both be living on farms and ranches in the future.

Supervised occupational experience programs were also hampered. One teacher commented that students with much potential developed a superior occupational experience program and then were left

without a teacher for two years. Keeping contact with a student 30 to 60 miles away was unrealistic for teachers. Hence, the possibility of students in the program having an opportunity to see both the practical and the academic side of agriculture was greatly restricted. The "doing" aspect of vocational agriculture was not being implemented.

A principal indicated that the school schedule was rearranged to aid students who wanted to take the course in the mobile unit. This administrator also felt that the vocational agriculture programs were probably the most important courses in the multi-district system.

A counselor felt that a basic value of the program was that students were not typically taught agricultural skills on their home farms and ranches.

A number of administrators, board members, counselors and advisory council members expressed concern over the duplication of vocational agriculture when the units were in Lemmon.

Parents stated that farming or ranching were about the only occupations their children could enter in the area. They did not feel students had to stay in the area but if they planned to ranch or farm, the agriculture courses were important and taught valuable lifelong skills. One parent felt students should receive more than half a credit for taking one of the courses. In commenting on all mobile unit programs, another parent stated that programs have to fit the area.

Advisory council members stated that students may have to drop band and mixed chorus to take agriculture, that the teacher was the key to a good program, that more emphasis needed to be placed on agricultural management and finance, that soil conservation was a critical problem in the area, and that the biggest hassle with the mobile units was locating and keeping good teachers.

Several school board members and administrators indicated they would not be able to offer their students vocational agriculture if it were not for the mobile unit system.

Summary

Two of the nine mobile units were used for vocational agriculture programs. Although enrollment in these programs was open to students in grades 8 through 12, the number and grade level of students varied from school district to school district. There was no limit to the number of students who could enroll in the agriculture programs. However, most schools did not have a large enough student body to generate the 15 to 20 students per section that would fill the trailer.

The trailers were very well-equipped. Both units had books, bulletins, filmstrips, slides, models, and tools that greatly enhanced teaching.

Each program was guided by a set of general objectives and a course outline designed to meet the objectives.

Teacher retention and qualifications were critical factors in making the programs in these units effective. Each unit required the teacher to have some expertise in the speciality areas being taught. The necessity of moving every semester and the remoteness of the area were disadvantages in recruiting and retaining teachers. Teachers appeared to fit in well with the school personnel in each school. A problem of program duplication occurred when the agriculture units were in Lemmon. The operation of an effective Supervised Occupational Experience Program for each student and FFA chapter in each school was greatly hampered by the one-semester-per-school format. The Northwest Multi-District FFA Chapter existed for one semester at the school at which the program was located. Students participating in selected contests which paralleled the program courses were qualified for competition during the semester they were enrolled. There was very little leadership training developed because of the one-semester situation.

In general there was strong support for the program and most parents, school board members, advisory council members, residents, and administrators believed that most schools in the area would have no agriculture if it were not for the mobile unit system.

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CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

This chapter presents a summary of the data relevant to each question posed in the case study design. Conclusions and recommmendations regarding the mobile unit center are also presented.

The mobile facilities pattern of inter-district cooperation as represented by the Northwest Multi-District includes a center governance structure, a designated curriculum of courses associated with the center, a center administrative staff, a center teaching staff, a center budget and financing system, teaching materials and equipment that are owned or rented by the center, and facilities that are mobile and that are owned or rented by the center. The mobile facilities center is differentiated from other types of centers by mobility. A summary of the data associated with each of the questions that guided the case study is presented below.

1. What are the essential features of the mobile unit center?

   a. Governance, management, and legal structures.

      - Center lodged within a multi-district structure that provides various kinds of education services.

      - Multi-district center composed of eight members.

        Each member district represented on center board.

        Monthly board meetings.

        Makes center policy, owns center facilities, is legal fiscal agent with power to accept and disperse public funds; does not have power to levy bonds.

      - Executive board composed of superintendents of all member districts.

        Chairperson of executive board is official representative to multi-district board.

        Advisory to multi-district board.

        Monthly meetings held just prior to multi-district governing board meetings.

      - Citizens' advisory council advises center staff

      - Center constitution and by-laws

      - Annual resolution approved by each school district

      - Vocational director responsible for center management; reports to center governing board

      - South Dakota's multi-district organization law is legal basis

   b. Funding and budgets

      - Center has its own budget

      - Center is a legal fiscal agent

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- Center receives state vocational aids

- Center assesses participating school districts to cover its costs

- Special federal and state funds received for initial facility purchase

c. Staff

- Administrative staff composed of one full-time director, one part-time assistant, and multi-district clerical staff

- Nine full-time vocational instructors

d. Services provided

- Nine vocational programs offered by the center to students in nine member school districts

e. Facilities

- Nine mobile trailers

  Six 14' x 60' trailers

  Three 12' x 60' trailers

  All trailers purchased new; some trailers purchased equipped, others purchased and then equipped

  Equipped as combined laboratory, classroom and instructor office

  One trailer located adjacent to each participating school; trailers rotated every semester

- One small house for center administrative staff shared with other multi-district administrative staff

2. How does the mobile unit center work?

a. Financing, costs and cost distribution

- Each member district charged a flat fee; in 1980-81 schools paid between $15,000 and $16,000 to participate.

- 1980-81 administrative costs: $42,000

- 1980-81 instructional costs: $135,000-$144,000

- 1980-81 other costs: $13,000

- Total annual center costs for 1980-81 approximately $195,000

- 1980-81 per pupil center cost: $880

- school districts provide a cement pad for trailer and utility hookups.

- trailer transportation costs and teacher moving allowance are special costs associated with facility mobility

- Substantial initial investment required for trailer purchases; can be spread over time by adding trailers gradually.

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b. Scheduling

- Three two-hour classes scheduled each day in each trailer
- All trailer courses are a semester in length
- Daily schedule run according to the daily schedule of the school district where trailer is located
- Yearly schedules of participating school districts not synchronized except for approximate synchronization of first semester ending and start of second semester

c. Transportation

- Facilities and equipment, teachers and materials are program elements transported between schools
- Students are not transported
- No student time spent in travel
- Two weeks in January required for rotation of trailers (one day per trailer)

d. Students enrolled

- Varied, depending on individual school district; total range grades 7-12
- Juniors and seniors given priority; policies varied by school district regarding enrollment of freshmen, sophomores, seventh and eigth graders

3. How does the mobile unit center fit with the characteristics of its setting?

a. School enrollments for participating districts in 1979-80 ranged from 118 to 667.

b. Geographic territory served by mobile unit center

- 10,561 square miles
- Number of pupils per square mile
  - .11 in least densely populated of school district
  - .73 in most densely populated school district
- Distances between participating communities range: 19-98 miles

4. What consequences related to educational access and quality are apparent?

a. Quality

1) Strengths

- Facilities newly constructed to desired specifications
- Responsibility for administrative leadership and functions clearly vested in vocational director; continuity in leadership across programs and across time
- Center teachers directly exposed to the culture and characteristics of each community, school district, and student body
- Center teachers integrated into the faculty of each school district when program is located in district
- Center subject to state regulations which impose a level of quality

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2) Weaknesses

- Infrequent presence of a particular program in a school district (i.e., six months every four and one half years) provides little opportunity for program to establish a reputation among students and community members

- Program continuity likely to suffer with high rate of teacher turnover related to the need to change residence every six months

- Student vocational organization is difficult to maintain when program location changes every six months and distances between communities are great

- Some vocational education facility requirements are not well-adapted to mobility (e.g. land laboratory, greenhouse).

b. Access

1) Strengths

- Students in nine school districts have access to two different vocational programs per year and to several different vocational programs over several years.

- Access to programs is distributed equally among all participating districts

- Students have access to programs in their own school and do not have to travel

- Few school district programs were dropped or duplicated resulting in a net increase in educational programs available to students

2) Weaknesses

- In a four and one half year rotation of programs, if enrollment is limited to juniors and seniors, these students will have access to four of nine programs; the program of highest interest to a particular student may not be available to that student

- The more programs a center offers, the less access school districts have to each program with the program rotation system used by the Northwest Multi-District

5. How might the mobile unit center be modified?

- Vans or buses might be used instead of house trailer type structures.

- Fewer schools and fewer programs might be involved which would allow programs to be available more frequently in each district.

- Noncenter organizational structures could use the mobile facility concept; two or more schools could agree to purchase trailers together and work out ways of sharing facility transportation and administrative responsibilities

- The mobile unit center could be implemented in locations where distances between communities are shorter and population is denser than those in the case study site.

- The mobile unit concept could be used to extend the teaching staff and facility resources in post-secondary vocational institutions located in rural areas to secondary level programs.

- A single mobile unit could be equipped with closed circuit television, computers, and telecommunications capability and could rotate between schools, providing some aspects of vocational instruction by remote communication, live television, video tape, and on-line computer communication.

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Conclusions

The mobile unit center is organizationally like other types of centers except for its use of mobile facilities. Facility mobility is of major importance because it provides access to educational programs in the student's own school district. The flexibility of mobile facilities in terms of location and convertibility to various uses is an advantage for school districts in a time of shifting demographics and curricular priorities. The house which had been purchased to house center and multi-district administrative staff and functions also possessed the qualities of flexibility and convertibility in terms of use and resale value.

While organizationally the mobile facilities center is similar to other centers, the Northwest Multi-District had instituted organizational practices which facilitated continued cooperation among the school districts. One of the practices was scheduling meetings of the executive board, which was composed of school district superintendents and principals, just prior to the center board meetings. This scheduling facilitated input by school administrators to center board agendas and policy-making.

The number of member schools and the distances between them made supervision and management of the center a sizable task and accounted for the presence of an assistant to the director on the center administrative staff.

Mobile units were likely less costly than permanent structures. Charging all districts the same flat fee regardless of size or student enrollments facilitated equal status among participating school districts. The $15,000-$16,000 districts paid to have two vocational programs per year was probably less than would be spent by a district to provide one vocational program that involved hiring a full-time teacher.

Because very little schedule synchronization was required and no student transportation was involved, disruption in each school district's schedule was minimal. Each district could operate its own schedule completely independent of the other member districts except for some reasonable similarities in semester ends and starts.

Because students were not transported they did not miss out on activities or courses in their own school. The transportation factor and small school enrollments were both factors in the access seventh through tenth graders had to the trailer programs in some districts.

The mobile facilities center fits especially well in a setting such as that of the site studied, where distances between communities are great and population is sparse. By being able to move a facility and a teacher periodically, the barrier of distances too great to allow daily transportation of students is surmounted.

Quality of facilities appeared to be very good and relatively unconstrained by mobility. Built-in equipment, laboratory, instructor office, and classroom space for up to fifteen students at a time were all present in the trailer. Because administrative and leadership responsibilities and functions were clearly assigned, lines of accountability and authority seemed to function well. As a center, the mobile unit center was subject to state standards and regulations and so at least a minimum level of quality was assured. Because the mobile unit is unlike a stationary unit facility in some ways, some flexibility in state standards and rules was required in order for the center to be eligible for reimbursement.

The location of all of the programs in all of the districts provided the opportunity for center teachers to associate with school district teachers, thereby creating opportunities for information exchange between teachers and development of mutual understanding of each other and of programs.

Because the system for rotating programs among the districts was based on the number of programs and districts, programs were present too infrequently in a district to develop an identity, continuity and a reputation among students or within the community. Student vocational organizations appeared to be almost impossible to maintain. Rotation created problems of high teacher turnover rates that also reduced program continuity.

The center did result in a net increase in access of students to vocational programs. Access was extremely convenient for students and the fact that all districts had equal access also contributed to an equal status partnership among the schools. A limitation on access for students was the extremely long rotation cycle.

In summary, the mobile unit center has many positive features and few, although significant, negative ones. Avoiding the need for student transportation, equality of school districts' status in the operation and cost, clarity of management structures, and quality and flexibility of facilities appeared to be major advantages. Program continuity and extreme difficulty in incorporating vocational student organizations were the major drawbacks.

Recommendations

The mobile unit center's potential should be explored further. The quality and access strengths of this approach to inter-school district cooperation are impressive.

The concept should be tried with fewer programs in less sparsely populated areas, and in situations that may not involve a center organization structure. Fewer programs could increase access of students to those programs. There is no obvious reason why this approach should not work in areas where schools are located closer to each other or in a less formal inter-school agreement structure. Various kinds of mobile units should be tried in addition to house-type trailers.

The house-type trailer is extremely advantageous because it affords maximum interior space but where few students need to be accommodated another type of mobile unit might be feasible. Use of a mobile unit to house equipment for the remote delivery of education is another possibility that should be explored. Technology which makes remote communication and instruction possible should be investigated as it develops. Schools might jointly purchase and equip such a unit and share its use. Finally, the possibility of using mobile facilities to extend post-secondary vocational education facilities and staff to secondary programs in rural areas should be explored. This option could extend scarce facility resources and facilitate curriculum articulation between educational levels.

RESOURCES AND REFERENCES

Publications

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Drenkhahn, C. The Northwest Area Schools Multi-District Occupational-Vocational Training Program. Rapid City: South Dakota Division of Vocational Education, 1976.

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South Dakota Crop and Livestock Reporting Service. 1978-79 Crop Data. September 1978.

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U.S. Department of Commerce. Population Estimates and Projections - 1977 Population Estimates for Counties, Incorporated Places and Minor Civil Divisions in South Dakota. Series P-25, No. 854, November 1979.

University of South Dakota, Business Research Bureau. Handbook of Manpower Statistics for South Dakota. Bulletin 108, July 1973.

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Personal Interviews

School Superintendents:

Lemmon
West River - Faith and Dupree
Isabel
McLaughlin
McIntosh

School Principals:

Lemmon
Faith
Dupree
Isabel
McLaughlin
McIntosh

Parents, Counselors, Advisory Council Members, School Board Members, Vocational Teachers:

Lemmon
Faith
Dupree
Isabel
McLaughlin
McIntosh

Northwest Area Multi-District Occupational Vocatonal-Technical Education Staff Members

South Dakota Department of Education Staff

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Appendix: Documents

NORTHWEST AREA SCHOOLS

COOPERATIVE AGREEMENT

THIS AGREEMENT is entered into according to the provisions of SDCL 13-15-1.1 and SDCL 1-24 by and between

THE NORTHWEST AREA SCHOOLS MULTI DISTRICT, PERKINS COUNTY, SOUTH DAKOTA, hereinafter referred to as party of the first part, and

BISON SCHOOL DISTRICT #52-1;

*DUPREE SCHOOL DISTRICT # ;

*FAITH SCHOOL DISTRICT # ;

HARDING CO. SCHOOL DISTRICT #31-1;

ISABEL SCHOOL DISTRICT #20-2;

McINTOSH SCHOOL DISTRICT #15-1;

MCLAUGHLIN SCHOOL DISTRICT #15-2;

LEMMON SCHOOL DISTRICT #52-2;

TIMBER LAKE SCHOOL DISTRICT #20-3;

hereinafter referred to as party of the second part, each of which has previously elected to be a participating member of the Northwest Area Schools Multi-District in the manner provided by SDCL 13-39.

THE PROVISIONS OF THIS AGREEMENT ARE AS FOLLOWS:

I. DURATION

This agreement shall be for a term of one year beginning July 1, 1980 through June 30, 1981 and may be extended for additional one year periods by mutual agreement no later than the regular January meeting of the Northwest Area Schools Multi-District Center Board of each year.

II. ORGANIZATION

A. EXECUTIVE BOARD:

1. An Executive Board comprised of the Superintendent from each participating school district shall meet no less than once each month and shall be responsible for the day to day administration and program development of the cooperative educational services as agreed to by said board.

2. The Executive Board shall elect a chairman and vice chairman to serve for one year periods.

3. A majority of the voting members shall constitute a quorum for the transaction of business of this committee.

4. Copies of the minutes and actions taken by said Executive Board shall be provided each participating member of said board, but shall not be published.

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*Dupree and Faith were in the process of moving from combined status in the West River School District to becoming separate districts. At the time of the study, they were still in transition and without independent numbers.

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B. MULTI-DISTRICT CENTER BOARD:

1. The Multi-District Center Board shall be comprised of a designated, officially elected board member from each participating school district and shall meet no less than once each month, according to 13-39-44 and 13-39-48.

2. The Multi-District Center Board shall elect a chairman and vice chairman to serve for one year period, all according to 13-39-48 and 13-39-49.

3. A majority of the voting members of said board shall constitute a quorum for the transaction of business by said board.

4. The Multi-District Center Board is hereby designated as the legal entity for the cooperative services to be provided under this agreement and thereby shall have the power to employ personnel and purchase supplies, materials and equipment with funds designated for program operation.

5. Copies of the minutes and official actions taken by said Multi-District Center Board shall be provided to each participating member of said board and to the presiding officer of each participating school district and shall be published in the legal newspaper of said Multi-District Center Board.

III. PURPOSE

The intent and purpose of this agreement is to provide to the participating member districts, cooperative supplemental educational services such as SPEECH AND HEARING SERVICES, SCHOOL PSYCHOLOGICAL SERVICES, SPECIAL EDUCATION COORDINATION SERVICES, ADULT EDUCATION SERVICES, TEACHER/STAFF IN-SERVICE TRAINING SERVICES, and/or OTHER EDUCATIONAL SERVICES as determined and agreed upon by said parties hereto.

IV. FINANCING

A. The party of the first part shall be the fiscal agent and shall receipt for and disburse all monies and administer all programs as recommended by said Executive Board.

B All State Aid payments received as a result of participation in these programs shall be paid directly into the Northwest Area Schools Multi-District Account for the administration and operation of said programs.

C. Expenditures will be shared on a pro-rated basis according to the assessments approved by participating districts for each fiscal year.

D. Unless other arrangements are approved by the parties hereto, each participating school district shall remit payment of such assessment to the Multi-District Board promptly when received and no later than thirty (30) days after official date of receipt as noted on the assessment notice.

V. MEMBERSHIP

Any school district geographically located in northwestern South Dakota desiring to become a member and participate in the cooperative Multi-District organization titled "Northwest Area Schools Program" may request that the Multi-District Center Board approve such school district as a participating district in the established cooperative upon approval of a resolution by the school board. When

such resolution has been adopted by the school board, it shall be published once in the official newspapers of said district. A two-thirds vote of the total membership of the Multi-District Center Board is required for final approval.

Any school district geographically located in northwestern South Dakota desiring to maintain membership in the cooperative Multi-District organization titled "Northwest Area Schools Program" shall participate fully in all current operative programs involving special, adult, and/or other special services. Withdrawal may become effective at the end of the school year upon notification to the Multi-District Center Board on or before its January Board meeting of the current year, or on such date as determined by the board but such withdrawal shall not affect the liability of the withdrawing school district for obligations incurred during its participation.

VI. OWNERSHIP OF PROPERTY

Any property acquired by the Northwest Area Schools Program shall remain in the Northwest Area Schools so long as a cooperative program shall be in operation. No property will be distributed to any school district withdrawing from the cooperative until such time as the complete dissolution of the Northwest Area Schools Program, any property owned by the cooperative will then be distributed to the school districts having participated in the "Cooperative" based on the amount of monies paid into the cooperative and length of time participating.

Dated this _____day of _____ 19_____.

NORTHWEST AREA SCHOOLS MULTI-DISTRICT

PARTY OF THE FIRST PART

Attest:

BY _____
Chairman

_____
Business Manager

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BISON SCHOOL DISTRICT #52-1
PARTY OF SECOND PART

By _____
Chairman

Attest: _____
Clerk

DUPREE SCHOOL DISTRICT
PARTY OF SECOND PART

By _____
Chairman

Attest: _____
Clerk

FAITH SCHOOL DISTRICT
PARTY OF THE SECOND PART

By _____
Chairman

Attest: _____
Clerk

HARDING CO. SCHOOL DISTRICT #31-1
PARTY OF THE SECOND PART

By _____
Chairman

Attest: _____
Clerk

ISABEL SCHOOL DISTRICT #20-2
PARTY OF SECOND PART

By _____
Chairman

Attest: _____
Clerk

LEMON SCHOOL DISTRICT #52-2
PARTY OF SECOND PART

By _____
Chairman

Attest: _____
Clerk

McINTOSH SCHOOL DISTRICT #15-1
PARTY OF SECOND PART

By _____
Chairman

Attest: _____
Clerk

McLAUGHLIN SCHOOL DISTRICT #15-2
PARTY OF THE SECOND PART

By _____
Chairman

Attest: _____
Clerk

TIMBER LAKE SCHOOL DISTRICT #20-3
PARTY OF SECOND PART

By _____
Chairman

Attest: _____
Clerk

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R E S O L U T I O N

BE IT RESOLVED, that the _____ School District # _____ is a participating district in Cooperative Agreement with Northwest Area Schools Multi District as provided by Cooperative Agreement filed with the Clerk of this district on the date hereof; that the proposed assessment for 1980-81 in the amount of $_____ for such services as agreed upon, filed with the clerk of this district is approved and appropriated; that the officers of the district shall execute and deliver the said cooperative agreement, and that the officers are authorized and directed to make expenditures from funds of the district as required by such agreement and approved assessment.

The above resolution passed on motion by _____ seconded by _____ at the regular meeting of the _____ School District No. _____ Board held _____ 19_____.

ATTEST:_____
Clerk

DATE: _____ 19____

PROPOSED ASSESSMENTS December 17, 1979

NORTHWEST AREA SCHOOLS MULTI-DISTRICT - 1980-1981

Bison School District #52-1

Special Education - 266 students @ $31.50 (minus $160.00) A. Speech & Hearing (min. 2½ days/week) B. School Psychologist C. Sp. Ed. Coordination	$ 8,219.00
Adult Education	800.00
Vocational Education	15,000.00
TOTAL	$24,019.00

Dupree School District

Special Education - 280 students @ $31.50 (minus $480.00) A. Speech & Hearing (min. 2½ days/week) B. School Psychologist C. Sp. Ed. Coordination	$ 8,340.00
Adult Education	800.00
Vocational Education	15,000.00
TOTAL	$24,140.00

Faith School District

Special Education - 280 students @ $31.50 (minus $400.00) A. Speech & Hearing (min. 2½ days/week) B. School Psychologist C. Sp. Ed. Coordination	$ 8,340.00
Adult Education	800.00
Vocational Education	15,000.00
TOTAL	$24,140.00

Harding County School District #31-1

Special Education - 287 students @ $31.50 (minus $480.00) A. Speech & Hearing (min. 2½ days/week) B. School Psychologist C. Sp. Ed. Coordination	$ 8,560.50
Adult Education	800.00
Vocational Education	15,000.00
TOTAL	$24,360.50

Isabel School District #20-2

Special Education - 118 students @ $31.50 (minus $240.00) A. Speech & Hearing (2 days/week) B. School Psychologist C. Sp. Ed. Coordination	$ 3,477.00
Adult Education	800.00
Vocational Education	15,000.00
TOTAL	$19,277.00

Lemmon School District #52-2

Special Education - 667 students @ $31.50 (minus $5,600.00) A. Speech & Hearing (full time) B. School Psychologist C. Sp. Ed. Coordination		$15,410.50
Adult Education		800.00
Vocational Education		15,000.00
	TOTAL	$31,210.50

McIntosh School District #15-1

Special Education - 371 students @ $31.50 (minus $2,560.00) A. Speech & Hearing (2 days/week) B. School Psychologist C. Sp. Ed. Coordination		$ 9,126.50
Adult Education		800.00
Vocational Education		15,000.00
	TOTAL	$24,926.50

McLaughlin School District #15-2

Special Education - 576 students @ $31.50 (minus $960.00) A. Speech & Hearing (3 days/week) B. School Psychologist C. Sp. Ed. Coordination		$17,184.00
Adult Education		800.00
Vocational Education		15,000.00
	TOTAL	$32,984.00

Timber Lake School District #20-3

Special Education - 402 students @ $31.50 (minus $1,440.00) A. Speech & Hearing (3 days/week) B. School Psychologist C. Sp. Ed. Coordination		$11,223.00
Adult Education		800.00
Vocational Education		15,000.00
	TOTAL	$27,023.00
	TOTAL ASSESSMENTS	$232,080.00

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NORTHWEST AREA SCHOOLS MULTI-DISTRICT ADVISORY COUNCIL

CONSTITUTION AND BY-LAWS

SECTION A. PURPOSES AND NAME

ARTICLE I Shall be called Northwest Area Schools Multi-District Advisory Council. Council is to provide an association between school and community through which their activities may be coordinated and to counsel with, assist, and advise the Multi-District School with respect to maintaining and improving the vocational program. The above named advisory council shall exist only during such time as it may be authorized by the elected Multi-District School Board.

ARTICLE II The Multi-District Advisory Council shall operate in those fields directly included in the program for which it has been appointed and shall limit its activities to matters which directly concern the program.

ARCICLE III The purposes and duties of the above Multi-District Advisory Council shall be to:

1. Study the needs of the industry which may be related to the work of the department.
2. Aid and guide the department in those activities which will lead toward the industry.
3. Help in developing a program for the department that will better fit the industry.
4. Offer recommendations for the improvement of the instruction offered and the instructional facilities available.
5. Assist in evaluating the success of the courses offered, in the light of the objectives previously selected.
6. Correlate the work of the department with that of other unions, labor management, and Chamber of Commerce, with which the advisory committee and committee members may have close relationships.
7. Assist the department in resisting inappropriate and unreasonable demands from the community.
8. Study the programs in other communities with the ideas of encouraging the use of those practices which may be applicable to the local school.
9. Revise the objectives of the department as warranted by study and experience.
10. Serve as an avenue of communication between the department and industry.
11. Estimate or measure annually the progress made toward accepted objectives.

SECTION B. MEMBERSHIP

ARTICLE I The number of Advisory Council members will be 18 plus ex-officio members.

ARTICLE II Members shall be selected to represent a cross section of business labor and industry from the communities within the Northwest Area Multi-District boundaries.

ARTICLE III The advisory committee will submit names of prospective committee members to the Vocational Director or Multi-District Board.

ARTICLE IV Appointments of an advisory council member shall be for 4 years, except when the appointment is to fill an unexpired term.

ARTICLE V The term of a new council member shall begin on September 1.

ARTICLE VI An individual will automatically lose membership in the council if he/she fails to attend two successive meetings without presenting, in advance, to the chairperson of the council a valid reason for his/her absence.

ARTICLE VII Each instructor in charge of a vocational program will be expected to be present to chair and record individual program committee meetings. The director shall be encouraged to attend each meeting.

ARTICLE VIII Advisory council chairperson shall represent his/her group at the official meeting requested by the director.

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SECTION C. THE CONSTITUTIONAL CHANGES

ARTICLE I The constitution, articles and by-laws may be amended or added to by a two-thirds majority vote of active members at any regular committee meeting.

BY-LAWS

SECTION A. MEETINGS

ARTICLE I Regular meetings of the advisory council will be held each fall and spring during the school year.

ARTICLE II The advisory council or its executive committee may call special meetings of the advisory council.

ARTICLE III Written notices of committee meetings shall be mailed to all members at least 15 days before each meeting by the committee secretary.

ARTICLE IV Meetings shall not be more than four hours long unless a majority of the committee members vote to continue a particular meeting for more than four hours.

ARTICLE V Designated persons of the council and the instructors will meet prior to meetings to prepare the agenda.

ARTICLE VI As the need for standing and special committees arises, such committees may be appointed by the chairperson.

SECTION B. OFFICERS AND THEIR DUTIES

ARTICLE I The officers shall be: a chairperson, a vice chairperson and a secretary.

ARTICLE II Chairperson, vice chairperson shall be elected annually by the majority vote of the committee members at the annual meeting. The secretary shall be the instructor in charge of the department.

ARTICLE III The chairperson shall be elected from among those members who have served on the advisory committee for at least one year.

His/her duties shall be:
a. to preside at the meetings of the advisory committee.
b. to serve as chairperson of the executive committee.
c. to appoint special committees which may include persons other than committee members.

ARTICLE IV The vice chairperson shall perform the duties of the chairperson in his absence.

ARTICLE V The secretary shall:
a. keep records of the attendance of members at meetings.
b. keep a record of discussion and recommendations.
c. maintain a permanent record file of advisory committee activities.
d. distribute minutes of committee meetings and copies of other committee documents to committee members, teachers, and others who may be concerned. He shall have the assistance of the school staff and the use of school facilities in performing these functions.

ARTICLE VI The executive committee shall consist of the chairperson, vice chairperson, and secretary, and the instructor in charge as an ex-officio member.
It shall:
a. act on urgent committee matters between committee meetings.
b. prepare agenda for committee meetings if requested to do so by the advisory committee.
c. call special meetings of the advisory committee as they are needed.

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May, 1986

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